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Branch Libraries

The Work of a Regional Branch

Reference Work in Branch Libraries

Selling the Branch Library to the Community

Libraries in The South

Tommie Dora Barker

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Forthcoming Issues of

THE LIBRARY JOURNAL

The annual equipment number of THE LIBRARY JOURNAL, scheduled for March first, is progressing nicely. The equipment houses are cooperating by sending half-tone cuts of the various subjects to be covered so a well illustrated number is expected.

Four interesting articles are planned for the March fifteenth issue: "Experiments in Fiction" by Margaret Culkin Banning, Duluth author; "Then and Now" by W. G. Farndale, last appointed trustee of the Riverside, California, Public Library; "The Mission of a College Library" by W. E. Henry, Dean of the Washington library school at Seattle; and "The Ideal University Librarian" by Gilbert H. Doane, librarian of the University of Nebraska.

The next article in the foreign libraries series will be on "Some Aspects of Scottish Library Development."

ANNOUNCING

Hereafter the publications of The University of Virginia Institute for Research in the Social Sciences will be published under the auspices of the Institute by The Century Co., of New York. The Institute is now engaging in research into a number of vital economic and social problems in the life of the State of Virignia, but the scope of its activities is being extended gradually to include social science research without respect to geographical boundaries. The publications recording the Institute's research are important contributions to the literature of their respective fields of knowledge.

Two New Titles

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THE LIBRARY JOURNAL

The Work of a Regional Branch

By PEARL I. FIELD

Librarian, Henry E. Legler Regional Branch, Chicago Public Library

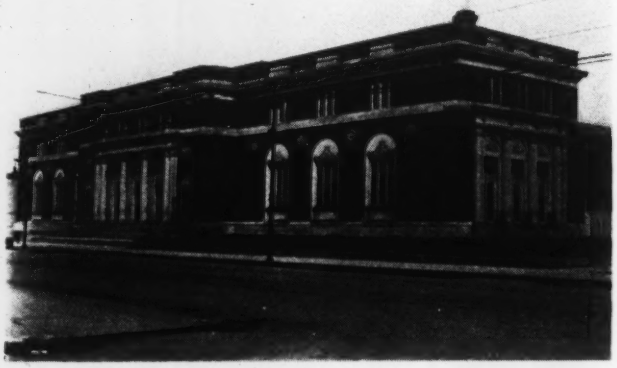
THE HENRY E. LEGLER Regional Branch of The Chicago Public Library is the first of a group of regional or key branches planned for erection in the several grand divisions of the city, to serve as centers of supply and direction for the smaller and less efficiently equipped installations in its division. It acts as an advisory and supervisory agent for all library activities within its district, branches, deposit stations, business house deposits and schools; its service to these differing in proportion to their need for service, advice and supervision. The regional plan is to have at least five similar branches in the city. The second one, the Frederick H. Hild, is now nearing completion. It is interesting to note that it is planned to name the regionals after former librarians. The theory of regional branches is, of course, the increasing difficulty of administering a large and expansive branch system from a single center and the need of establishing large branch libraries well equipped and strongly organized in certain sections of the city for the use of the community. It is hoped by this plan of subdividing the city into districts and placing in the heart of each a large library, to give more intensified and specialized service, and that these outposts in themselves may serve as centers from which the library activities of the division may radiate. It is the business of the regional to concentrate on the entire work of the district, to keep in touch with headquarters and to strengthen and build up service.

The Legler Branch recently celebrated its tenth anniversary, a strenuous ten years, for although it has had a plan for its regional work, and has held to that plan more or less, there have been several financial crises in the library which interrupted its progress, while its growth as a local branch has made such demands upon the staff that many of the necessary steps in expansion have been delayed. Notwithstanding these adversities some progress has been made, and the beginning of a technique for regional service has been worked out.

As a local branch, Legler Regional has developed an annual circulation of over 600,000 volumes. As a Regional it assumes various additional functions, e.g., extension, readers' advisor, reference service, etc., which are delegated to it by the several departments. Its district covers an area of about 35 square miles, practically the industrial heart of the City on the Great West Side. Eleven branches, six sub-branches, of which one is administered by Legler itself, one junior college, three senior, and three junior high schools are served and in addition five deposit stations and one business house library. Of its eleven branches seven will circulate about 2,000,000 books this year, and the circulation of its nearest neighbor, the Stephen A. Douglas Branch, one mile distant, combined with that

of Legler will give a home use of over 1,000,000 volumes. The total circulation of the branches in the regional district for 1930 will be about 3,600,000 or 22 per cent of the use of the entire system.

Its first and paramount effort has been augmenting the reference and book service rendered by the smaller agencies in its region. Its own collection of reference material and its own book stock have been built up not only with local use in mind, but with attention to its regional calls. This work with the branches and sub-branches has been mapped out more completely than its service to other agencies since it is the largest part of the work and the most important. Difficult reference questions which cannot be answered by material in the smaller collection, requests for specific titles of books or books on specific subjects are mailed daily to the regional branch where they are worked upon and in turn relayed by telephone to the Main Library, if necessary, for final solution. This gives the borrower the benefit of the resources of the regional and of the Main Library, relieves the pressure on the Main Library collection and sifts the reference question so that the Main reference with its specialized service and large book stock receives the questions which require time and special knowledge. A complete set of bound periodicals indexed in *Readers' Guide* since 1910 is housed at Legler and these magazines are sent to any branch to assist in its reference work. Loans for these periodicals are for a period of three days which is also the loan period for any reference book in the Legler collection needed by any one of its branches. Needless to say books, pictures and pamphlets are sent as asked for. The service is prompt, all material being received by the requesting branches at least the day after the call is made. Reserve files are kept for books which are not in. All of these needs are filled from the Legler book stock which serves the regional use and its own local requirements. It now numbers 62,500 volumes. All of its books are available for interbranch loan; fiction, the latest title, juvenile, or popular nonfiction. The collection is elastic. This past year 15,600 books were lent to the regional branches and 1,350 reference questions were answered.



Exterior View of the Henry E. Legler Branch of the Chicago Public Library

A liberal policy of book purchasing for the regional admits of the possibility that certain titles and a certain number of copies may be needed by its branches. This careful book purchasing has built up a strong collection at Legler, a collection which in itself attracts borrowers from all over the West Side. A recent ten-year weeding of the book stock revealed that few books needed to be withdrawn because of inactivity, in fact most of the books have circulated many times at other centers. Because of the industrial interests of the entire Legler regional division much attention is paid to technical subjects and a single copy of a book of a highly specialized nature purchased by Legler serves several branches.

In addition to its book stock there is a reserve collection entirely separate, shelved separately and prepared for circulation with a minimum of technical process. The collection numbers 15,500 books and is made up of from ten to 150 copies of titles of books used as supplementary reading in the schools, elementary and high, and of books on the holidays; the history, observance, etc. of such days as Christmas, Lincoln and Washington's birthdays, Thanksgiving, Hallowe'en, etc. These reserve collection books are sent in quantities to the agencies as they are needed, for a loan period of six weeks. Any number of books may be borrowed from this collection. This has proved to be a valuable aid for it covers a seasonal demand which it would be impossible for the smaller branches to meet and which it would be unwise for

them to attempt to meet because of the periodic use. No branch has room enough to own this material when it is not in use, even if the book appropriation were large enough for it to buy as many copies. There has been added to this reserve collection a pamphlet collection on Chicago and its City department. The reserve collection suggests unlimited possibilities in extension of book service. This is particularly true of the opportunity it offers of service to school libraries, to students enrolled in certain study courses, to members of reading clubs, to followers of lecture courses, and to those interested in organized reading programs, etc., and while these books are not lent directly to the borrowers, they are lent to the branches which serve these readers. The books are counted as part of their collection during the demand. A file is kept of books which are possibilities for this reserve and these are purchased from time to time; 8,800 books from this stock were sent to fill calls this past year.

In its work with the branches the regional has been in a strategic position to suggest and advise in the strengthening of reference and book resources. Requests are watched carefully and notations are sent to the libraries telling of too frequent calls for some specific title or of the apparent lack of sufficient material on some subject. From its experience in this work, Legler compiled a classed list of books found useful in its work which it felt should be purchased by every branch in its division. Bibliographic aids are prepared as needed. Its intensive reference and book work adds to the training of reference assistants for the benefit of the entire library system.

One assistant at Legler has charge of the work of advising, aiding in planning and in executing exhibits, window displays and publicity for the branches in the Legler area. Each branch is independent in its own publicity methods, it is simply that Legler may be called upon for aid or for suggestions. A clearing house for pictures, bulletins and other material has been established. The branches within the zone release their unused or no longer useful posters and exhibit material and these are refurbished and passed on for use in another place. This pooling of resources gives a wider use to many interesting and worthwhile efforts. The assistant in charge of this work keeps a file of all available publicity in the district and also lists the names

The View From the Children's Room

of those members of the staff who show ability either in the actual preparing of the material or who give promise of an aptitude for this sort of work. She makes use of their talents when she needs to. It is her duty to follow up leads and suggestions for sources of advertising which might be useful for displays. Books, pamphlets and attractive posters are assembled either to illustrate a lecture in one of the schools, or to make a window show. This service is a much appreciated one in the regional district at present because of the short hours on which many of the staffs are scheduled, preventing any extra work outside the regular routine, and because seven of the branches occupy store buildings with windows which must be kept inviting and changed frequently. Help and advice is given; there is a mutual exchange of ideas to the profit of all. The assistant makes a study of necessary tools and supplies for this work, and suggests purchases. It is hoped to do something in the near future to assist in preparing newspaper articles for individual branches and for planning various group advertising for several branches.

Work with foreign books and readers is also the special duty of a Legler assistant. Her interests are concerned with these borrowers, and with the problem of acquainting them with the library. At present she is making a survey of the use of foreign periodicals in the branches. A project for adding English evaluation notes to foreign books is being taken care of under her direction by a group of readers and reviewers among those assistants in branches who work with foreign language borrowers. It is hoped that these notes will prove useful to the assistants as an aid in selecting books for borrowers. It is within her province to promote library contacts with groups and study classes. It is planned to hold conferences of the assistants who are interested in foreign work for mutual exchange of experiences. Articles on the use of the library are prepared for foreign newspapers.

One of the phases of work delegated to the regional is the privilege of being a laboratory for new methods of routine. The regional works out the details as they apply to present methods and reports the results of the experiment. Many suggestions for short cuts and improvements in routine and policy have been worked out in this branch. Each year sees several projects analyzed. This year one of them was the Detroit method of self-charging which was tried and modified to meet conditions peculiar to Chicago; thirty-five branches are now using this new process with entire satisfaction. The spirit of investigation and research is stimulating to all members of the staff. No assistant at Legler does regional work to the exclusion of branch work; each one shares in the regional activities, but she is also a part of the branch life.

Legler's work with deposit stations and business house libraries follows in a general way this outline of work with the branches. An assistant at Legler is assigned to this duty. Weekly visits are made to the deposit stations, where the assistant helps borrowers in selecting books or in reference work, checks up the book collection, prepares reading lists and exhibits, and advertises the station by making such outside contacts as her time permits. If possible she visits schools, clubs, factories, etc. There is messenger service between these stations and the regional so that the material wanted is sent immediately. This material is supplementary as the collection of books is loaned by the Deposit Department. During the few years that this work has been carried on some of the stations have increased their use 100 per cent and reference work has grown to splendid proportions. It has been valuable to introduce the personal contact with the public, even if for only a few hours a week. The response to her guidance has been gratifying.

It is planned to hold frequent meetings of those members of the staff in the regional district who are engaged in the same kind of work, children's librarians, reference workers, etc., for discussion of problems pertaining to the regional district, for it is felt that the geographic element does in some measure reflect the interests of the people and that the problems are held together by the same thread of interest. There are several other plans for personnel work between the regional and its branches, but these will wait until a more propitious time.

Within the past ten years the regional service has amplified itself as new possibilities have arisen. Its extension work with smaller branches and agencies has grown steadily and has justified itself. New projects are being worked out constantly for increasing not only its own usefulness, but also the usefulness of each library unit within its zone.

"No matter what his rank or position may be, the lover of books is the richest and the happiest of the children of men."

—Langford

Reference Work In Branch Libraries

By VERA MORGAN

Librarian, Broad Ripple Branch, Indianapolis Public Library

WHAT CAN a community expect from its branch library in reference service? How can the branch reference librarian make her collection a distinctive force in her community? To answer these two questions, one must consider a third: Are there any differences between community branch reference service and the work done by the central reference department with its large collection administered by a staff of trained attendants? Being a true librarian, I believe in following my own prescriptions, so I turned first to print to find the answer to these questions. I consulted first *A Survey of Libraries in the United States* and found that in those four volumes, branch reference work is mentioned casually on one page in connection with inter-library loans. Dr. Wyer's *Reference Work,* our best new tool in the field, devotes hardly a page and a half to this subject. I turned to the bibliographies and the journals of our profession and find a few short articles that devote themselves entirely to branch reference work, tucked away in the more remote back pages. This would imply either that this is not a distinctive field or else that branch libraries are so dissatisfied with their efforts and results in this phase of the work that they prefer to keep it dark. Yet the theme of all those articles that have contrived to find their way into print is that the branch has made itself a powerful force in community activity by adequately answering the community demands and by making the people conscious of the fact that every problem, even every speculation can be carried to the branch reference librarian for aid or for solution.

The trend of most of the articles on reference work seems to be for greater scholarliness and specialization, more knowledge of and attention to the field of scholarly exhaustive bibliography and more adequate technique of research. Who then is going to serve the low-brow? Who will comprehend his requests and select and give to him the material to answer them in a form that he can understand without taking a course in the subject? I am not advocating "low-brow" reference work as the field for the branch library, but I do want to make the point that the first characteristic of branch reference service is that it doesn't stay in its own department but uses the circulating collection both adult and juvenile as often as it uses the sacred reference collection itself. When the central reference librarian finds a book that answers a certain type of question, she places it under her eye in her collection of reference books. However, the branch reference librarian knows the entire book stock of the branch in a more intimate way than the central reference librarian could ever know the contents of the stacks.

The branch book fund is usually so low that its reference purchases must be restricted to the more useful general work, particularly those in compendious form, since both funds and space have to be husbanded. The classed book collection, besides answering its fundamental purpose as an all around collection for the general reader, must also meet many emergencies of branch reference work. The reference librarian makes the acquaintance of each new book, adult and juvenile, when it first makes its appearance on the workroom shelves. She follows its career as it goes from its place on the shelves into the homes of borrowers, and she gathers many points of view as to its usefulness from the comments of its readers, whose background and interests she has learned to know through conversations with them and also through the informal staff discussions on that favorite topic "The Peculiarities of Readers."

Not so long ago there appeared a thought provoking, much quoted book, *The American Public Library and the Diffusion of Knowledge.* It presents a striking picture of the ideal library service in the organization of modern life. Dr. Learned states the problem—"Because of the ever increasing volume and complexity of information, even the trained student finds the time required thoroughly to examine a topic in an unfamiliar field almost prohibitive. . . . As was discovered in many an educational enterprise during the war, it is a question chiefly of the suitable preparation and handling of information and of its skillful administration in the interests of the enquirer. This pre-supposes a thorough knowledge of the latter's character and requirements. . . . The daily losses in energy and material that result from sheer ignorance on the part of otherwise intelligent persons of

how to avail themselves of the contents of books must be colossal beyond all calculation."

He proposes as the correction for this state of affairs, a Community Intelligence Service. Instead of the library becoming a place of storage for certain traditional bodies of knowledge contained in books merely for their own sake, it becomes the warehouse and market exchange for all permanently important or temporarily useful information, in whatever form that a given community may find to its advantage; in place of a remote temple of occasional and select learning, the enquirer finds a busy center of practical community affairs attracting everyone by its convenient supply of some practical detail that he must have and eventually holding him by its constant suggestion of the more significant knowledge that will extend his horizon.

Libraries everywhere began examining their service by this measuring stick. The Central Library found it had its supply of the "more significant knowledge" in its book stock, but lacked the thorough knowledge of the enquirer's character and requirements to adjust the material in hand accurately to the individual. So Central installed the Reader's Adviser and advertised her services widely, so that the prospective enquirer would feel the personal interest of an individual that he hadn't recognized in the use of a department and the individual was relieved of the routine duties that unfortunately take up an overwhelming part of the librarian's task so that she could take the time to learn the enquirer's background and purpose and fit her recommendations to his "personal predilection and educability." She created a special type of bibliography to fit a need that she recognized, of which a good example is Miss Felsenthal's *Readable Books in Many Subjects* which listed just the kinds of books that the branch reference librarian had already been picking off the adult and juvenile circulating shelves to fit the inquiries of her clientèle.

The branch reference department, however, is not ready to announce itself as the representative of the ideal reference service. Who doesn't know the librarian who exclaims that it isn't more reference books she needs as much as it is more time to know and use the books she already has! And with branch schedules and branch salaries as they are, how is each branch to be served at all hours by a competent trained assistant? The branch library staff, however inadequate, is expected to carry on all the types of work that are attempted in all the departments at the central library. In addition they must make the branch thoroughly a part of the community life by knowing all the ministers, teachers, editors, political bosses, members of the school board, labor leaders, officers of the women's clubs and of all other clubs, religious and secular. Besides keeping in touch with everything and everybody, there's all the routine to be done, and oh the figures to turn in! This diffusion of energy in branch work is responsible for a lack of thoroughness which is to be deplored. Life is never calm and placid in a branch and the rarified atmosphere of scholarly contemplation is hard to cultivate in its environs. Hence there is a tendency in many branches to treat it indifferently and to lay stress on the type of work that shows immediate results in figures.

The ideal reference librarian must love books, folks and order. Miss Bacon's list of the qualities of the reference librarian include approachableness, omniscience, tact, patience, persistence, accuracy, knowledge of one's tools, familiarity with current events,—and a sense of humor. She must have the hostess manner, a watchful follow up, and receptive inquisitiveness with the reader who knows what he wants but won't tell or the member of the more common species who feels but doesn't know how to tell. Added to these qualities she must have mental keenness, concentration, and agility of mind in making the connection between the question as asked and the form in which the answer will be found. The skilled reference worker, confronted by a subject strange to her experience should be able through instant mental processes to decide upon the line along which the inquiry may be satisfactorily solved. She must be able, first of all, to class the request, then visualize the resources of the library and run over quickly the type of book that would provide the information. She must know their differences and resemblances, to know which to use and how. She must recognize that for detailed study or the unusual request the client must be sent to the central library and she does not attempt to find an inadequate answer when she knows that a more adequate answer can be given by the central reference or technical department. This influences her reference collection in several ways. She will not attempt to duplicate long expensive sets on detailed phases of a subject, she will probably not subscribe to business information services, she will probably not bind newspapers though she likely will clip and file by subject in her Information File all local material and such other facts that would be hard to locate elsewhere. She will bind fewer periodicals and will not go in for complete sets back to the beginning. She will have less use for exhaustive bibliogra-

phies, as most of her requests will be for short articles or digests, not comprehensive treatises.

Her clients are often less able to help themselves than those who use a research department, so she must make available and evaluate the entire resources of the branch upon the subject. Often she must go beyond that, for a large per cent of branch reference questions imply reading guidance rather than research work. This calls for a large and growing collection of selective subject bibliographies. I would like to make a plea here for a more general exchange of printed subject lists between libraries so that the branch may have their share. If a branch client comes in and asks for material on "matrix in higher mathematics," the reference librarian knows immediately that she does not have a book on such a limited phase of the subject, but if she can produce from her bibliography file a list of books from which the client may make a selection, she can send a more definite request to central. The man is also more likely to return for his material than if she blankly says, "I'll send down and see if they have anything on the subject." Besides library lists, certain publishers' catalogs, as those from the Dixie Bookshop, French's Play Catalogs, The Manual Arts Press and Van Nostrand catalogs and the Price Lists of Government Documents offer subject bibliography that the reference librarian can make available to her public.

The branch reference librarian must also know her community and current happenings, know the trend of circulation as well as of current reference requests in order to plan wisely so that she will in her buying anticipate the requests and not be satisfied merely to add the material that would have provided the answer if it had been on her shelves at the right time. How should the reference fund be apportioned,—by classes, by books which happen to be published during the year or by keeping a file of types of requests? A twenty-year survey of the character of reference requests at Pittsburgh showed 33 per cent pure and applied science, 21 per cent social science, 17 per cent history and 11 per cent literature. On the other hand a three-year survey in New York showed 42 per cent in social science, 25 per cent in literature and 25 per cent in technology. The variance in these figures not only reflects the major interests in these two cities, but also indicates the present day predominance of the social sciences over the literary or historical allusion.

In some classes the duplication of circulating books or the buying of school texts is to be preferred to spending a large sum for compendiums. This is particularly true in the field of science in which the total cost for a collection of the latest up-to-date text books on each science is less than the cost of one compendium which is out of date in part by the time the material is all assembled for publication. Texts in sciences showing greatest changes can be replaced as often as needful at comparatively small cost, while volumes of a set cannot be discarded and replaced with ease. Likewise in philosophy and psychology and in art, outlines and histories are more useful than encyclopedias for the branch type of reference question. In the fields of social science and the useful arts, one of the most up-to-date, accurate and inexpensive sources of material is found in government documents.

The reference librarian must be responsible for collecting and arranging these and facilitating their use through promoting knowledge of the usefulness of their contents among her clientèle. Another important factor in branch reference service is the use of newspaper clippings and current pamphlets. They should be collected from as many sources as possible to cover wide range of interests, arranged by subject, and kept up-to-date by frequent additions and consistent weeding. A catch reference file of unusual information that has been searched out, or bibliographies prepared or debate material collected is certainly worth in time-saving all the work that goes into its making. It may be copied and filed at less busy times but is likely to save a great deal of searching during rush hours. There can be no standard collection of reference books, but the standards by which to measure and test reference books of the various types are given by Miss Mudge at the beginning of each class in her *Guide to Reference Books*. These can be applied to the selection of the individual book that will fit best into the branch collection. The public library, although less adequately supported per user than either the school or special library, is charged with covering the broadest field and the branch reference librarian no less than the central library must take all knowledge as her field.

One of the questions that is just now uppermost in interest and one on which I was asked particularly to touch, is the relation between the branch reference work and the central reference department. Dr. Wyer in his book advocates distinct central supervision, for it is in a "welding of the reference work throughout the system into one great department that the success and significance of the work lies. For this essential organization there must be (1) a central supervisor of branch reference

work; (2) a person more than clerk at each branch responsible for its reference work; (3) telephone service throughout the system; (4) at least daily messenger service between central and branches; (5) prompt skilled service at central in filling requests received from branch libraries; (6) a reference material selection service at central which shall constantly refer to branch reference assistants for approval, titles of new books and especially pamphlets which suggest usefulness; this in addition to independent recommendations from the branches." Dr. Wyer further emphasizes that to be effective, there must be a separate department or at least a supervisor for branch reference attached to the main reference department. He comments that the work at present is usually attached to the office of supervisor of branches or of work with schools, but it can be given greater breadth and depth if completely fostered by a special head. Collective administration will achieve closer coordination among the units than if each were separately and independently administered. He offers as an alternative that the advantages of centering reference service may be approximated by staff meetings and alert directors' meetings with reference department heads, "yet all these together fall far short of the results achieved by a single supervising and correlating official for all reference work, both central and branch."

The Queens Borough Public Library on Long Island is a good example of the plan as advocated by Dr. Wyer. In that system the plan is to have a supervisor of Branch Reference Work with headquarters in the main Library and a trained reference worker in each branch. At present, however, only about two-thirds of the branches are provided with a staff member particularly assigned to this work. The supervisor of Branch Reference Work has worked on a comprehensive plan for the extending and coordinating of reference work in all the branches in the Borough, and has just issued a "Trial List of Books Recommended for Reference Use" with annotations and symbols planned to guide the branch reference librarian. It is one of the few lists made from the branch point of view for branch reference book buying. The Queens Borough Public Library is also working out a regional plan for the duplication of expensive sets of reference books. In general these are to be placed in the five largest branches, a scheme which distributes them quite nicely throughout the Borough so that no client need journey very far to consult such a work. Reference books are not lent to the branches by the Central Reference Department but the Branch Reference Supervisor, with the aid of a reference assistant, searches in the Central Reference Collection a good many questions referred to her by telephone from the branches and reports findings, makes abstracts, furnishes bibliographies, etc. Often clients are sent from the branches to Central Reference to read material which has been looked up for them there.

Another library has tried the experiment of cooperatively sharing a duplicate set of the indexed bound periodicals, housed centrally but sent out to branches requesting them. Their comment on this plan was that the client must either come back next day for his material, in which case he would really save time by going to the central reference department where the periodical could be produced immediately, or else the branch after looking up his request in a periodical index must send him to another place to consult the periodical. It would seem logical that the money spent in duplicating expensive reference sets and bound periodicals is justified only where the territory is so widespread that the trip to a designated regional depository would be much shorter than the trip to the central reference room. In that case the service feature of the time saved to many clients would balance the library's expenditure for duplication. The depository would naturally be the branch most centrally located that had the highest registration, since this would insure the least expenditure of time by the largest number of clients in making use of the set.

In Chicago, branch reference work is supplemented in the Short Loan Department, which is located next to the Reference Room and the card catalog. The branches send in reference requests that they can't answer on a special form and the Short Loan Department tries to answer the request as far as possible from the circulating collection. If the answer is in a reference book that is almost never used, it is sent to the branch for three days for reference use only. If two branches request the same book as a loan, the one first applying gets it with a request to return it as soon as possible, when it is immediately sent to the second branch. If the answer to the branch request is found only in a reference book that cannot be sent to the branch, it is then necessary for the client to come down to the Central Reference Department for it. This is usually true of expensive sets, as for the most part they are available only at the main library. Bound periodicals are never allowed to circulate outside the Reference Room. Branches

may borrow from each other as well as from the main library. Branch emergency requests by telephone are also taken care of by the Short Loan Department. This is an interesting adaptation lying between the independent branch work and the supervision over all reference work as suggested by Dr. Wyer, and is in use in several libraries in more or less modified form.

The plan for a separate department at Central devoted to Branch Reference service raises several perplexing questions about the book stock. What per cent of the branch reference budget would be spent for cooperative ownership of expensive sets and what per cent would be assigned to the individual branch collection? Would each branch be assessed the same amount, or according to the size of their reference collection, or according to the use they make of the central cooperative collection? Then also, what would be fixed as the point of use that determined whether a branch was entitled to use constantly the cooperative copy or should spend their own fund to purchase a branch copy? Then who would select the titles to be bought cooperatively? Can a highly skilled and technically trained person at the head of a large reference department visualize the needs of a community branch reference collection? Can she be expected to know thoroughly twenty or forty separate communities each with its own individuality? Every ideal has its problems to be worked out. Facing them and weighing them is the first step toward their solution. Every branch reference librarian wants for her library the distinction of being the community information bureau. She lives in an age when methods and machinery are reinforcing men, when print can be made to touch upon every activity of every individual in her community. People will more and more expect and should be encouraged to expect that their community library is not only a place to get an interesting book to read but is as well the best place to find all sorts of information with the aid of a branch reference librarian.

Read at Dayton meeting of Ohio-Indiana Associations.

Selling the Branch Library to the Community

By LYNDELL MARTLING

Librarian, Tolleston Branch Library, Gary, Indiana

KATE DOUGLAS WIGGIN has generously given us the recipe for making a book:

2 oz. talent.
Common sense the size of an egg.
1 oz. knowledge of human nature.
Put all ingredients into the mortar of experience and pound with the pestle of discretion.
Add 1 pint of sentiment, 1 gill of wit and just a shake of sadness.
Strain 6 months later and destroy sediment.
Season and garnish. Serve immediately.
If the public likes it, it will be eaten at once. If the dish is returned untasted, remove from the menu.

Would that it were as easy to concoct a recipe for getting this recipe into circulation. Since it is the duty of every branch librarian to discover just what her portion of the public will relish in the way of literary fare it would indeed be a great help. There are those who want only the highly seasoned; some who seem to need only the lighter soups and salads and again those who require everything from soup to nuts. Now it is the librarian's pleasure to regulate the diet, and what could be pleasanter than stimulating a meagre appetite with an enticing display, gay poster, personal suggestion, or tasty bulletin board?

First of all a branch librarian has the great advantage of knowing many of her patrons well, and of being able to make personal suggestions as to new and old books. With a vocabulary and a mind for comparisons, she is prepared for amusement even on the busiest evening; the vocabulary to make her books justly attractive, and the comparing of the freshest from the press, to an older book of real interest and worth. One of the very surest ways to actually "sell" a book is by personal suggestion with only a tantalizing hint of the goodies to be found within.

While displays are the usual means to an end in advertising within the library building, accompanied by an atractive poster crying the wares, they can't help but stimulate a jaded appetite. A display table just within the library door, with an *antipasto* assortment of appetizers for the mind, is an excellent way

to keep a customer happy and to spur him on to the heavier more substantial things to be found in the library proper. Although this collection should be chiefly light and airy, imagination always needs to be supported by information and a few meatier choices may be included to be effective. Another display on rack or table elsewhere in the library, with an entirely different assortment of books may brighten a dark corner and bring to the attention some older things of genuine interest; often it is the color and wording of an accompanying poster that sends these happily out into the homes of the community.

Color has so much to do with feelings that it alone may decide the fate of the display. A red book is simply irresistible—isn't it always a red book that the small boy misplaces, or the little girl's mother had last month and would like again today, please? The time of year and the subject chosen will often dictate your color scheme in display and poster. Somehow, orange, yellow, reds and browns just make one smell the smoke of a bonfire and stoop to brush aside a falling leaf, so do weave these into the Autumn display. In the summertime why not try a vacation poster in the cooler blues, greens and pale yellows with just a dash of romantic orchid or rose to put zest where it belongs. It's surprising when a color scheme is decided upon, the number of books you will find to carry out both the subject and the colors chosen.

Then the wording of these posters! There are vivid words and languid words—and ever so many words like "blum" (according to Dorothy Aldis) which "do not mean a thing." Avoid the "blums" of course, and search for those that just naturally make patrons stop, look and borrow. Although commercial advertisers insist that definite slogans are best, it seems to me "Books for the snatch-as-snatch-can reader," would convince the busy housewife that she couldn't be without, just as quickly as "Improve your Golf" would tempt her office husband. In looking around for new and different wording for posters some of these might be new and make an appeal:

Relief from reality.
Poetry for anemia.
Have you a roving foot?
Flying high.
Up in the air.
Home lovers' corner.
Easy chair travel.
Entertaining companions.
Tales of yesterday.
If you crave adventure.
In small bundles (short stories).
Laugh getters.

In a branch library in Chicago recently an unusual poster caught my eye. It was small, in black and white—flashing black letters on a white background—the whole being about ten inches long and four inches wide. The simple wording, "Short Cuts" called attention to a group of fascinating short stories. Although many of the titles were old—*Iowa Interiors* by Ruth Suckow and *People Round the Corner* by Winslow, among them—you were sure that right then you must "short cut" with one of those.

One excellent way of advertising non-fiction in a small branch library is by ribbon arrangement of the entire collection. While this is often done in the children's room, seldom is it carried out in the adult department. In September 1927 the Tolleston Branch of Gary moved into a new library building. Up to this time the library had been housed in an old store building in the center of the Tolleston business district, where the non-fiction was separated from the fiction in six sections just in front of the door. The new building is three blocks from the business center, but in spite of this fact the non-fiction circulation showed a gain of 1,886 for the remaining four months of 1927. We rather feel this was due to the ribbon arrangement for there has been a steady increase in adult non-fiction circulation ever since.

If you are especially clever with your hands or have someone on your branch staff who is, you are very fortunate, unless of course your system is large enough to have a publicity department, and then your advertising worries are as nothing anyway. The Bailey Branch in Gary is blessed with an especially clever librarian. The library is always gay with elephants bearing saddle-bags made of the newest book jackets, marching sedately about on the bulletin boards, a doll with a demure little gown made from "Hitty's" own chintz, or perhaps green pottery flower pots on the window sills with brilliant book covers blooming in the place of flowers. It's at Bailey too that characters from some child's book are ever and anon frolicking about on one of the shelves made into a display case. It may be "Little Black Sambo," "Alice in Wonderland," or Christopher Robin, Pooh and their playmates, but a group is always there, expecting admiration and never failing to get it.

Since Bailey Branch is located in the heart of the foreign district, the librarian is starting a special collection of books on arts and crafts of the various countries. While nearly every foreign country is represented at Bailey, those providing the most patrons in the neighborhood, such as Russians, Hungarians, and Slavs will be those countries featured in this

special exhibit. Three glass cases are located near the foreign books and will be used for a permanent display case, where books, enlarged embroidery patterns painted in detail and in actual peasant coloring, and many articles themselves borrowed from the foreign patrons, will be exhibited. This collection is to be started at once.

In most neighborhoods where there is a branch library the people are friendly and informal. There will always be a few old settlers who will take a great interest in their own little community and love to tell about the early happenings. That is true in the Tolleston district in Gary. Tolleston was a thriving little village long before a stack from a Gary steel mill darkened the sky with smoke. As there is little real history, as history goes, about Gary, because of its extreme youth, the Tolleston Branch is expecting this year to collect and develop some of the early tales centering about its own district. We are hoping one of the high school principals will cooperate with us in allowing pupils of certain English classes to investigate and develop given subjects. We will have an exhibit of the papers at the library, finally edit the whole, and get the material into a usable form. The object of this will naturally be to interest the entire community in this plan of collecting local history for the library and let them understand that the material will be kept on file there. As a grand finale we will have a local history exhibit with an invitation to the community to contribute and inspect the material which has been collected, historical objects as well as early stories.

In Tolleston too, there is a small woman's club called the Community Service Club. These women are most of them readers and although the club is very small, boasting only eighteen members, these women have many friends outside the club who have been led to the library by means of a pickle recipe, a short review of a book of new fiction, the fact that the library has a beautiful fern and also a book on house-plants, or the astounding news that the branch has a city directory—just mentioned in an off hand manner by one of the club's members. This particular club meets twice a month in the library's small club room, and one of its members is a member of the library board. These women are ever ready with book suggestions and submit their programs each year to the librarian for her opinions and suggestions as to books to be reviewed. This year the librarian was elected to membership and asked to be program chairman. A bibliography was made for each program which we know will be a big help both to the library and to those in charge of the various programs. It is hoped that it will be so great a help that the club will never again be willing to be without a bibliography covering the entire year's program. This club at present is the library's biggest publicity agent.

A regional branch in Chicago serving a large territory in the south western part of the City, where a great many of the borrowers are foreign, sends annotated lists of new foreign book to their foreign patrons in their own languages. They are able to do this through their special language file and a foreign librarian. At this same branch they keep a scrapbook of clippings, pictures, etc., that have appeared in the local newspapers about the local library branch and its librarians. In looking through the book it seemed as if the librarian were in everything—from leading a doll-cab parade through the business district and helping crown the queen of an amusement park, to speaking at high school assemblies and giving the main address at some woman's club. Her idea is making the community know the library by having it represented in every phase of community life, and the librarian and her assistants are in the thick of every community idea.

The newest bit of advertising, on a large scale, that Gary has attempted was adapted from the Toman Branch in Chicago. From information on the application card two additional files are made: one a street file arranged alphabetically by street, with house number following and on this card also the person's name and card number; the second file is called the vocational file, with the vocation appearing first in alphabetical arrangement, the person's name, address, and card number following. The street file shows just where the greatest number of borrowers are, and may help determine the why and wherefore of circulation decreases and increases, in various sections. The vocational file will aid in the selection of books, and will be a means of immediately bringing to the attention of an interested borrower, the newest accession in his particular trade or profession.

So far the street file boasts seven drawers of cards. The regular size (3 x 5) cards are cut in half, one card making two entries for this file. The same is true of the vocational file, but this consists of only three drawers of cards, as a great many of the occupants are too general for recognition in this file. Students, common laborers, and housewives are not listed, but there are many subheads under some vocations. For instance the file under Education reads something like this:

Education (general subject).
- Assistant superintendent.
- Coaches.
- Principals.
- Supervisors.
- Teachers.

and under Mills there is the largest variety of subheads:

Mills (general subject).
- Chemists.
- Clerks.
- Comptometor operators.
- Crane men.
- Draftsmen.
- Electricians.
- Employment agents.
- Engineers.
- Glazers.
- Heaters.
- Inspectors.
- Machinists.
- Matchers.
- Metallurgists.
- Rollers.
- Still operators.

From the street file a large city map is being made, with all library borrowers indicated in each city block by tiny dots. After the large map for the whole city is completed smaller maps for each city branch will be made covering the district served. Besides being a survey of library borrowers we are expecting these maps when displayed by the various branches, to stimulate reading and increase patronage. In Sheboygan, Wisconsin, where this same idea was used they were surprised when making out their map to find that in sixty-six different blocks in the city every home had at least one or more persons who were active patrons of the library, and many other blocks were almost 100 per cent registered. Three weeks after their map was on display, there was an increase of 141 families to the list of borrowers and seven additional blocks in the city were completed 100 per cent.

Miss Smith of Cleveland tells me that there they have tried a new experiment with a local newspaper this year. The paper circulates in one part of the town and seven branch librarians from that district each week make a contribution to a special library column. She calls them together appointing one as chairman, they discuss the subjects, types of books, etc., and divide the work among themselves. Thus books are advertised and all the branches have an equal opportunity. At the end of each column they run a phrase saying, "These books may be obtained at your neighborhood branches"—then cite the seven branches.

One of the branches of the Indianapolis Public Library advertised by editing a library newspaper of their own. It contained names of new borrowers, reviews and lists of new books, happenings in the community, library and schools and was multigraphed at the Central Library once a month but distributed from the branch. This was a new idea for a branch—however, the Central Library of Indianapolis is noted for its *Reader's Ink*.

To sum up, may you remember these publicity thoughts:

1. Librarian's own book suggestion to the patron.
2. Color scheme for display and poster.
3. Effective poster wording.
4. Ribbon arrangement of shelves for a small branch.
5. Novel uses of book jackets.
6. Special permanent collection of books on some subject of vital interest to the community.
7. Work with the local woman's club.
8. Active participation of the library and librarians in all community affairs.
9. Survey of library borrowers through vocational and street files, also indicated on map of the city.
10. New ideas in newspaper publicity.

Read at Dayton meeting of Ohio-Indiana Associations.

'TWAS at that hour of beauty when the setting sun
squandereth his cloudy bed with rosy hues, to flood
his lov'd works as in turn he biddeth them Good-night;
and all the towers and temples and mansions of men
face him in bright farewell, ere they creep from their pomp
naked beneath the darkness;—while to mortal eyes
'tis given, ifso they close not of fatigue, nor strain
at lamplit tasks—'tis given, as for a royal boon
to beggarly outcasts in homeless vigil, to watch
where uncurtain'd behind the great windows of space
Heav'n's jewel'd company circleth unapproachably.

—From *The Testament of Beauty* by Robert Bridges.

Libraries on the First Floor[1]

By LUIGI DE GREGORI

Librarian, Biblioteche Casanatense, Rome

TODAY WE CAN SPEAK freely of our libraries because the reasons for their comparative lack of value in the past have been due to lack of comprehension and interest on the part of past governments, of too many governments, of a somnolent and disorganized Italy, at last rousing itself after fifty years. For some time now it has been possible to discuss the problem seriously and no little headway has been made toward its solution. The state has courageously doubled its outlay for public libraries, their administration has been reorganized, and, even more hopeful sign, Italy was chosen as the meeting place of an international congress of librarians.

The Congress, contrary to certain catastrophic predictions, was a great success; the librarians gathered here from all parts of the world had never before beheld such riches of literature; moreover, these were viewed in their own setting, in the sunshine of the land that produced them, in those golden frames called Rome and Florence, Naples and Venice. One wished for no more; no one even thought to look for the modern library that was lacking here; dazzled, enchanted, the guests departed carrying away with them the memory of an Italy of libraries more magnificent, more enviable, than they had dreamed of.

But at the closing session of the Congress, the director general of Italian libraries rose and read this resolution, which was unanimously adopted:

"On the eve of adjournment, the members of the first World Congress of Libraries and Bibliography do solemnly declare that in the realm of high culture no less than in that of education, libraries deserve a place on the first floor of all existing institutions, for without them students can neither extend the dominion of human knowledge nor complete their own instruction; therefore, the constitutional powers of every government should feel it their absolute duty to develop and to encourage the development of libraries just as they develop schools and universities, this as regards their financial support as well as their growth in the intellectual, technical and social fields; and that only by this means, and insofar as these conditions are carried out, shall the nations be endowed with all those instruments necessary to the progress of the human spirit, alpha and omega of civilization."

[1] Translated from the *Corriera della Sera*, Milan, by Emily Van Dorn Miller, Editor of Publications, American Library Association, Chicago, Ill.

The library on the first floor? These are words new to us and they carry a warning and a program that call for thought.

Why these libraries of ours, rich in treasures and in traditions which give them a place of honor in histories of culture and of institutions? What do they represent in a picture of modern civilization? Are they still to be considered adequate as places for study and for our national education, good enough, indeed, to make the launching of new libraries unnecessary? And what should be today the libraries of a country like Italy, which, the more it turns towards the past, the more it feels stimulated to build towards a great future?

Certainly our ancient history is to be blamed for our habit of not distinguishing between our fine book museums and those other institutions which flourish for the diffusion of reading. Our ancient libraries served to make scholars, not readers; the public indeed was either frightened away or they paused hesitatingly on the threshold as do worshippers at the temple of some strange religion. As time went on and they were opened to everybody, the two antithetic functions of conservation and use, of protection and accessibility, became evident, although the number of frequenters fell far short of that desired. And this condition still survives, with damage to both functions.

If, then, ours is incontestably the credit of having created the library as a storehouse of treasures and laboratory for scholars, the model of the public library is neither Italian nor Latin; it hails from afar. And, as in America the new institution could be born in a propitious climate, with full freedom of development and with enviable resources, it has in half a century covered so much ground that today it is watched with interest by all nations concerned with library problems.

"But this is not a library, it is a public reading club," observed an American architect when, invited to design a branch library, which we would call a *rionale*, had its functions explained to him. These consist in assembling, in an appropriate building, the greatest possible number of readers of every age and condition; to put them at their ease; enable them to read books to their taste there or take them on loan to read at home; to offer

every possible assistance and guidance, at every hour of the day and of the evening, with a maximum of liberality and a minimum of red tape. These libraries, which are found by the dozens in the great centers of population, are branches of the greater central public libraries and are, in their turn, centers of lesser organisms, stationary or on wheels, which, finally, scatter the benefits of reading to the smallest and most remote country towns. The architectural structure and interior arrangement of these branches have been designed to attract the passerby—restful oases in the midst of a tumultuous city. In this way their purpose to "make" readers is fully realized: of the one hundred and eighteen and more millions of inhabitants in the United States at least sixty-five millions read today habitually, in reading room or at home, books from the library! And who can say that this is not the most noble aspect of that marvellous American progress, and also, perhaps, one of the least conspicuous but truest reasons for that progress? Why, if a hundred years ago, one could say "Who wants agriculture wants books, who wants drainage wants books, who wants traffic and navigation wants books, who wants soldiery wants books, who wants riches wants books, who wants justice wants books, who wants religion wants books, who wants morals wants books," what can one not say today when, besides these, so many other things are wanted?

The attempts we have made up to now to vitalize the so-called popular library [*biblioteche popolare*] are certainly not comparable to those of America, but might be compared to what has been done in England, Germany, Switzerland, Belgium, and other countries less advanced than these and ours. Moreover, besides our great national or civic libraries, and those special ones of the various cultural institutions, we give the name of library to hundreds of collections of books existing in cities or provinces for the services of this or that category of citizen, or, theoretically, for all the people. But we must almost always look for them in buildings inadequate to their functions, neither inviting nor hospitable, where they look like rather forsaken deposits: in the corridor of a school, in the garret of a municipal palace, in some dark room of a rented house. And what books will we find there? An ancient stock, for the most part originating from the library of some old suppressed monastery in the neighborhood, or found in the library of some old lawyer and presented by a local benefactor. And around this stock we find a few modern books which generally give one the impression of being those no one ever looks for; or, even if they are good and plentiful, they seem to be waiting for that organization that will make them accessible, namely, in a word, the library. But perhaps our attempts are almost more worthy, because we have found unfavorable and uneven ground in the various parts of Italy. In this respect Milan is always at the head.

Uniform national legislation, which will compel all provinces and municipalities to consider the maintenance of libraries obligatory, must be the foundation of the modern library system. And there are also the interest, the publicity value, and often the financial support, of the vast professional associations which have as their aim the progress and the diffusion of libraries. Needless to say they exist in the larger countries, but we have recently seen representatives of those of Holland, of Norway, of Switzerland, of Poland, of Lettonia, of China! The chief one, that in America, organized in 1876 with fifty-five members, now counts more than 10,000.

In Italy there is still another obstacle that retards library modernization: the fear that, directly or indirectly, it would put a burden on the government, the burden of an expense which, because it is not called for in a loud voice and therefore does not appear necessary, will never come to the attention of those with supreme administrative responsibility. But the national libraries, if there were other public libraries, might be reduced in number and in function, and the chief burden of the nation be concentrated on a single real national library. This we now lack because, for historical reasons, we have to carry on our shoulders as many national libraries as there were states of old divided Italy. And can you not imagine the profanation and the danger to these national libraries—that is, to the secular archives of our cultural patrimony—forced to serve promiscuously scholars and casual passerby? And this situation, already absurd in itself, is aggravated by the restricted space in which for dozens of years these libraries have languished, and by the standards of the personnel to whom they are entrusted, now reduced to such extremes of insufficiency in number and in quality, that in most cases it is urgent that they close their doors.

A national library cannot be improvised; but a decision could be reached at once that it is to be in the Capital, in a building of its own and with every desirable modern feature, every perfection of plant, worthy of the new Rome and the new Italy. And the Victor Emmanuel Library, which absolutely does not answer this need, and all its Roman sister libraries, with their modern stock more or

less wisely gathered round the old, should be prepared to offer the material to build the basic foundation of the new institution.

At Florence they thought to do this twenty years ago and began, between Santa Croce and the Lungarno, the construction of a beautiful building for the Florentine library. It is not yet finished, but when it is, could this be our National library? Florence is a noble and an ancient mother of learning, but a national library is not made solely by the studies of studious folk: all the life of the country needs to find ready and sure nourishment in a central modern book center which, in addition to all archives of the past, will furnish all the instruments of research necessary to progress—scientific, technical, industrial, economic, etc. How can we imagine such an institution far from the Capital: from Parliament, and the Ministry, from foreign representatives, and from our own leaders of government? And, too, in the field of pure learning, what other modern libraries could enjoy the privilege of having in their neighborhood another library like that of the Vatican, whose mighty roots reach so far back into the centuries? The problem of the National and of the public library are therefore problems which await new solutions: for that reason we can expect them now with more confidence than ever before.

Between the master works of art and the public we have removed every barrier by making the museums free of entry; but let us not cherish the illusion that all that is needed to bring the public to the book is to open wide the doors of existing libraries. All too few will be drawn to them, and may God forbid that they attract more! This is the paradoxical situation that has confronted the Italian library for half a century.

The "Minerva,"[2] the old convent from which for so many years the destiny of Italian studies and culture was directed, had relegated the little office of libraries to the attic. Today the most beautiful Ministry building is that called Public Instruction [*Educazione Nazionale*], and in it the General Direction of Libraries lifted to the dignity of the other departments, occupies enormous offices on the first floor of the superb edifice. Between the ideal "first floor" designated by the Congress and the new headquarters on this effective first floor, let us seek a connection auguring well for the reawakening of our libraries.

[2] The old Ministry of Public Instruction.—Tr.

Libraries in the South

By TOMMIE DORA BARKER
A. L. A. Regional Field Agent for the South

TWO EVENTS affecting libraries have happened in the South in the last three years that have projected the region rather vividly into the library picture; the first was the adoption of standards for high school libraries by the Association of Colleges and Secondary Schools of the Southern States in 1927, and the second was the extension of the interest of the Julius Rosenwald Fund to the field of county library development in 1929. The adoption of standards for high school libraries was the direct result of the library activity that has been especially evident in the South in the last ten years, while the standards, together with the county library demonstration program of the Rosenwald Fund, have influenced activity in many related fields of library endeavor.

The library South began consciously to think in terms of the whole region in 1920 when the Southeastern Library Association was organized. Meeting at biennial periods since that time, the Association has considered the common problems, conditions, and needs of the area, so that a sort of pattern of development and resulting needs was evolved, which was expressed in December, 1929, in the program of library needs of the South, recommended by the Policy Committee of the Association at the request of Mr. Clark Foreman, representative of the Rosenwald Fund. In presenting the tentative program for discussion, the President of the Association, Miss Charlotte Templeton, said:

"On every side we see signs that the next decade will be one of rapid library development in the Southern States.

"The South cannot afford a haphazard, trial and error method of developing its library services; we have too much to make up, we have too great a distance to travel; our means are too slender for any part of them to be squandered on futile efforts.

"We need a well thought out plan, a big plan ('Little plans,' to quote the architect, David Burnham, 'have no magic to stir man's blood'); we need to pool our experiences, and to coördinate our efforts.

Paper presented at the Southeastern Library Association meeting at Tampa, Florida.

"It is to discuss what will give the greatest stimulus, and the wisest direction to our library development that we have come together today.

"Suppose we first state what comprises a fairly complete library system.

"1. An active state agency in every state with a two-fold function: (a) The stimulation and guidance of local library organization; (b) The lending of books to supplement local library resources similar to the work of the Students Lending Library of London which is making the public library work of England so effective, or the California or Oregon state libraries to quote two outstanding libraries of our own in this connection.

"2. A general system of public libraries organized on a county-wide basis, with sufficient support to maintain effective systems of distribution to all sections and to all the people.

"3. Libraries in all high schools properly equipped to give school library service and to train young people in the use of print.

"4. College libraries with book collections and personnel adequate to meet the needs of modern college organization and in colleges offering advanced courses sufficient library resources for research work.

"5. Facilities for education for librarianship sufficient to supply a trained personnel for libraries of all types.

"May I suggest several specific things which occur to me as methods for bringing more quickly some of the ends we have in mind?

"A. Our first need it seems to me is for the area as a whole. We need studies of state legislative needs, surveys, contacts with civic organizations, a library consciousness developed. Where central state agencies do not exist, or are functioning feebly, we need stimulation and counsel from outside. I see no more effective method for working out a coordinated plan of library development than by the appointment of a library field worker attached to the staff of the A.L.A., who shall be chosen with the approval of a body as representative of the South's library interests as this group.

"B. State agencies need to be strengthened and there should be attached to each a forceful experienced state field worker. The service to the schools of the South rendered by rural and high school inspectors attached to state departments of education and made possible by aid from the General Education Board gives us reasons to expect that a similar benefit would result to libraries from state library field workers. I doubt if any like expenditure of money over a period of five years would bring so great a result. I believe that stimulation from without, which brings about local independent action, is the most far reaching of all forms of aid.

"C. The action of the Southern Association of Colleges and Secondary Schools in requiring libraries of definite standards in accredited high schools is resulting in a rapid development in that field. There is needed in each state a School Library Supervisor, attached to the State Department of Education to give assistance in establishing school libraries. These school library supervisors should be persons of broad library training with a clear conception of the respective functions of both the public and the school library. State departments of education should be assisted to add such supervisors to their staffs.

"D. At the present time there is only one accredited library school (for white librarians) in the South, but the organization of others is under way, and an increasing number of educational institutions are offering 'library courses' with the intention of serving various ends.

"In order that there may be a complete program for the training of librarians for the various types of positions that are developing in the South, and in order that all ventures in library training may be so directed and organized that they will contribute to the whole program, it seems highly desirable and important that an immediate study be made by the American Library Association Board of Education for Librarianship of the training needs of the South, and a program formulated which would meet all the needs of the situation.

"Various other methods will occur to you. State equalization funds whereby poor counties will get state aid; state stimulating funds; scholarships for library training; aid for negro library service in cities and doubtless others.

"I have outlined this general library program with no idea that I have set forth the only methods to be adopted. It is rather to place before you some definite points for discussion."

At the end of the day's discussion the tentative program had been adopted by the Committee as embodying the immediate needs of the South for its library development. By reason of the generous aid of the three foundations, the Julius Rosenwald Fund, the General Education Board and the Carnegie Corporation, to which the program was presented in January, 1930, the end of 1930 finds some of the recommendations already accomplished, and the others in process of being put into effect. The survey of the library training needs of the South was made by Miss Bogle in the spring of 1930. A report of the findings and recommendations will soon be released.[1] The A.L.A. regional field agent for the South began work on September 15th. Both of these activities were made possible by the Carnegie Corporation. Three new state field agents are at work in states not having had active extension work heretofore. In Alabama the field worker is functioning under the State Library Association and is carrying on an active campaign for the establishment of a library commission, and, at the same time, encouraging the promotion of libraries and giving counsel to counties and communities endeavoring to organize local library service. In South Carolina, the field agent is working under the State Library Board, an official board charged with the pro-

[1] Printed in full in THE LIBRARY JOURNAL, 55:1017-1019.

motion of libraries, but without state appropriation for the work. The creation of a library interest that will bring about an appropriation for the work is the end to be achieved. In Tennessee, a field agent for library promotion has just been appointed, attached to the extension staff of the State University. In Arkansas, the work of the Free Library Service Bureau has been strengthened in personnel and facilities for extension work. All of these state activities have been made possible by grants from the Rosenwald Fund to cooperating local agencies. In the school library field, a state supervisor of school libraries has been appointed in Louisiana and in North Carolina, and in Alabama a person is under appointment to begin work in the fall of 1931, after a year of preparation in a library school. In Virginia, the school library supervisor has returned after a year's leave of absence spent in study at a library school. These activities in the school library field have been made possible by the General Education Board. By way of scholarships, five young men from southern colleges are at Emory University Library School during the current academic year on scholarships from the Rosenwald Fund. These are activities that relate especially to the carrying out of the recommendations of the Policy Committee.

In giving these more recent happenings first, there has been a reversal of the sequence of events, for it was, of course, the county library demonstration program of the Rosenwald Fund that gave rise to the program as expressed by the Policy Committee of the Southeastern Library Association with the resulting developments. The county library program of the Rosenwald Fund was inaugurated in May, 1929 when an initial fund of $500,000 was set aside for the work. Since that time grants totaling $542,666 have been made to eleven counties in seven southern states for the development of county-wide library service.

The counties which have received grants are as follows:

Walker County, Ala.	$46,666
Webster Parish, La.	40,000
Coahoma County, Miss.	17,500
Davidson County, N. C.	20,000
Mecklenburg County, N. C.	80,000
Charleston County, S. C.	80,000
Richland County, S. C.	75,000
Hamilton County, Tenn.	80,000
Knox County, Tenn.	20,000
Shelby County, Tenn.	71,000
Jefferson County, Tex.	12,500

There have been other happenings of equal significance for library development in the South, that, while not a part of this program, may be considered either as by-products of it, or as part of the pattern for complete library service.

Of especial importance has been the progress in the field of professional education for librarianship as evidenced by the transfer of the Atlanta Library School to Emory University with an enlarged student capacity and budget; the reorganization of the training at Peabody College into a curriculum for training for school librarianship; the grant to the University of North Carolina for the establishment of a library school; and the development of courses for school library work in many institutions in the South.

For the expansion of the Atlanta Library School, the Rosenwald Fund has given a subsidy of $50,000 to be expended over a period of five years, and the Carnegie Corporation has increased its annual subsidy from $7500 a year to $10,000 a year for a five-year period. For the development of the Peabody school the General Education Board has made a grant of $80,000 to be expended over a three-year period. For the establishment of the library school at the University of North Carolina the Carnegie Corporation has made a grant of $100,000 to be expended in a five-year period. In the field of training for school library work, twenty-seven different institutions had a total of 1258 students registered in library courses during the summer of 1930, while sixteen colleges report an enrollment of 370 students in winter or regular full year courses for the present academic year.

Another important training activity was the Morehouse-Spelman Institute, financed by the Rosenwald Fund, held at Atlanta in the past summer for the training of Negro branch librarians of public library systems. This was the first time that the special needs of those representing this type of service had had consideration. The enrollment was limited to thirty-five students, who were actually under appointment as branch librarians in public library systems. Twelve states and twenty-seven libraries were represented in the group. The offering of summer courses for the first time at the Hampton Library School in school library work was, of course, the result of the adoption of standards for high school libraries and the growing interest in school library development. Record should be made of the fact that eight out of twenty-one students enrolled in the Rural Library Extension Institute held under the auspices of the A.L.A. Committee on Library Extension, at the University of Wisconsin in the summer of 1930 were from the South, being either state field workers or county librarians.

While the two events referred to at the beginning of this report of progress, i.e., the adoption of high school standards, and the Rosenwald county demonstration program, probably afford the most conspicuous evidence of the ferment that has been going on in the library field in the South in recent years, they do not tell the whole story. Progress in university and college libraries has been particularly marked both in institutions for whites and for Negroes, both public and private. In recent years new buildings have gone up, or are being constructed or enlarged on the campus of nearly every state university.

In October, 1929, the University of North Carolina dedicated its new $625,000 library building. At the same time a joint conference was held of the Conference for Education in the South, the Southeastern Library Association, the North Carolina Library Association, and the Citizens Library Movement of North Carolina at which the common library problems of the region were considered.

The University of Tennessee and the University of Kentucky have new library buildings under construction. Mississippi State College for Women, Murray State Teachers College, Kentucky, Morehead State Normal School, Kentucky, are other state institutions having new buildings either completed or in course of construction. The activity in private institutions has equalled that in the public, new buildings housing the library at Randolph-Macon Woman's College, Sweet Briar College, Woman's College of Alabama, Spring Hill College, Alabama, and Duke University. Along with the improvements of physical facilities has gone the improvement of book collections, eight colleges in the South having already received grants totaling $109,000 from the Carnegie Corporation for building up the book collections, and applications from other institutions are pending. The Association of Colleges and Secondary Schools of the Southern States, at its meeting in 1929, adopted new standards for the libraries of member colleges. Where the standards formerly specified minimum book collection only, the new standards cover book collection, librarian, financial support, organization, seating capacity, working quarters, etc.

Among colleges for Negroes, Fisk University has just dedicated its new library building; Hampton Institute has enlarged its building, and Atlanta University is drawing plans for a $450,000 building. New buildings have also been provided for the library at the Tennessee Agricultural and Industrial College for Negroes and at the Alcorn State College for Negroes in Mississippi. In connection with the dedication of the Fisk library, in November of this year a three-day conference of Negro librarians was held, with an attendance of seventy-one librarians and those interested in libraries.

The adequate provision of library facilities in educational institutions for Negroes has been a development almost entirely of the last five years, and has been practically co-incident with the history of the Hampton Library School. The Hampton School was established in 1925, and the emphasis has been put on training for college work from the beginning. The School now has thirty-seven graduates, thirty-one of whom are holding library positions in sixteen states—twenty-seven in college libraries, two in high schools and two in public libraries. During this same period of time the Rosenwald Fund has aided thirty-seven Negro colleges to the extent of $58,600 for building up their book collections, which means that $176,800 worth of new books have been purchased for these libraries in the last five years, and in addition they have been organized and trained service and suitable equipment provided by the colleges. Five years ago there were not a half dozen trained librarians in Negro colleges in the South and an average of less than $1,000 worth of books in each. In addition to the extension of aid to the Negro colleges, the Rosenwald Fund has continued to help in providing book collections for elementary and high schools for Negroes. Seven hundred and seventy-four libraries have been installed to date by aid of the fund, 674 in rural elementary schools and 100 in high schools, representing an outlay of $93,188.83, $31,062.94 of which was contributed by the Fund.

General activity in the public library field other than the county library program of the Rosenwald Fund has probably not been as marked as in other fields, but mention should be made of such achievements as the library buildings at Richmond, Virginia; Hattiesburg, Mississippi; Greenville, North Carolina; and the branch library building for Negroes at Clarksdale, Mississippi.

Such are some of the significant happenings in the library world of the South in the last two years. They give encouragement to hope for more rapid development in the immediate future, so that a new picture may be drawn from that portrayed by the facts that at present 70 per cent of the people in the South are without access to public library service; 89 per cent of the Negroes in the

South are without access to public library service; $.07 per capita is spent per year for public libraries; 500 of the 1,304 counties in the region are without any public libraries within their borders; and only fifty-five counties have county-wide library service.

The next few years are going to be critical years in the development of the library program in the South. Many of the activities that have been set in motion in the past year are frankly adventures in faith, but with persevering endeavor, we should be able to translate them into the substance of reality.

Many more needs could be suggested: (1) Additional stimulating funds for county library development. It is a significant fact that the only two counties in the South where the people have voted a special tax for county library service (Greenville County, S. C. and Concordia Parish, La.) first had demonstrations of what a real library service was. (2) State systems of certification so that there can be some assurance of the quality of service to be rendered from the expenditure of public funds. In too many places the practice still prevails of making the appointment of the librarian on the basis of the needs of the appointee rather than on the qualifications for the work to be performed. (3) Better legislation in many states, state aid, equalization funds for counties without the economic foundation to support library service; stronger leadership in the library personnel of the region, and, finally, a public opinion convinced of the value of public libraries and the contribution they have to make to the enrichment of the spiritual and intellectual life of the people.

Training for Librarianship in Great Britain

By F. SEYMOUR SMITH

Deputy Borough Librarian, Hornsey Public Libraries, Middlesex, England

THE DIFFERENCES between training for library work in Great Britain and the United States are probably more apparent in detail than in their final effect. Like our American colleagues, we in England realize more and more that real training commences on the day we enter a public library, not as a member of the general public, not solely as a student, but as a library worker intent on learning the technical ins-and-outs of an absorbing profession "from the bottom up."

Local Government in England depends in the main on Acts of Parliament affecting the whole country: differences do exist between one county and another, but they must of necessity be concerned with details rather than with general principles.

Training for librarianship in the British Isles is consequently fairly standardized and uniform. There are two courses open to the student who wishes to qualify by examination for the higher posts in librarianship. The first, and, in the opinion of many people, the best course, is to obtain a post as a junior assistant in a library, and then to study by class or correspondence. The second course to adopt is to matriculate into the London University and to take the Diploma in librarianship there offered.

It is a general rule at the present time for Town Councils to admit only matriculated students as juniors, for without this entrance certificate it is impossible to sit for the Library Association examinations. Matriculation in England implies a fair knowledge of five subjects: English language and literature, French (or some other modern language), Latin, History, and Elementary Mathematics.

The Public Library Committees which govern English libraries are composed of Aldermen and Councillors who have been elected by public vote. These committees are answerable to the main body of the Town Council (of which they form a part) for the librarian's administration of their department. No professional examinations are held by the library committees and they do not regard themselves as responsible for the training of their staff. A girl or youth who becomes a junior member of the staff of a library finds that there are two, and two only, examining Bodies: the Library Association and the Senate of the London University. The Diploma issued by the London University is confined to students attending personally at University College,

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and residence in the Capital is therefore essential. The examinations conducted by the Library Association, on the other hand, are held in convenient centres all over England. Tuition for these later examinations may also be obtained by Correspondence Classes conducted through the Association of Assistant Librarians' Section of the Library Association.

The Library Course at the London University takes not less than two nor more than five years to complete, and students may take either day or evening classes for the examination. Those taking the day course must devote the whole of their time to study and they cannot therefore work in a library until they have passed all the examinations. They are granted the full Diploma only after a certain amount of practical work has been done, and a paid position has been held for a specified time. It is hoped that the provincial Universities may before long also conduct courses in librarianship so that University training may be obtained by those living and working outside of London.

In the opinion of many librarians the course of study usually undertaken by those sitting for the Library Association examinations provides a much more thorough training than the University course. It is certainly rather more difficult to pass the Library Association examinations, but this is only to be expected, since most external courses are more difficult than internal courses. Furthermore, students usually hold paid posts in libraries while they are studying and therefore they possess practical experience of their work.

The Library Association syllabus has recently been revised, and the details which follow relate to the examination as it will be held from May, 1933, and onward:

The *New Syllabus* provides for three examinations: 1. Elementary. 2. Intermediate. 3. Final. The last in three sections.

The Elementary Examination consists of one paper of one-and-a-half hours on Elementary Business Organization and Office Routine; one paper of one-and-a-half hours on Elementary Classification, Cataloging, and Accession Methods; one paper of three hours on Elementary Library Administration.

The Intermediate Examination is concerned with Library Classification and Library Cataloging. In Classification there is one theoretical paper of three hours, and one practical paper of three hours. In Cataloging one theoretical paper of three hours and one practical paper of three hours.

The Final Examination is in three parts:

1. English Literary History (Two papers of three hours each.)
2. Bibliography and Book Selection:
   a. Elementary (One paper of three hours), and b. Advanced Bibliography (One paper of three hours), or c. Palæography and Archives (One paper of three hours.)
3. Advanced Library Administration (Three papers of three hours each; two of these papers will be general and one will be on a special subject chosen by the candidates themselves from a list of subjects covering various special kinds of library work.)

Students are awarded the Diploma in Librarianship after satisfying the examiners in all three sections and presenting certificates showing proficiency in two languages other than English. Those seeking further distinction may present a thesis on an approved subject. On the acceptance of the thesis the Diploma with Honors is awarded.

The two courses alluded to in the above brief sketch are the only official courses at present available to students of librarianship in England. Extra-mural courses in librarianship are provided at the Manchester University, and those able to attend thereat find them exceedingly valuable when preparing for the Library Association Examinations.

The student taking either the University Internal or the Library Association External Course, on the completion of his work, may justly feel that a thorough theoretical education has been obtained, and that he has been trained in his craft to the extent, at least, of being aware of the main outlines of his profession. Then before him looms the personal task of truly educating himself to be able to take up positions of responsibility and trust with a proper conception of the latent possibilities of his profession.

The ability to manage a large staff, to organize successfully the various departments of a modern public library, to manage and obtain the best from his Committee, to assess modern literature, and to bring the best of it and the literature of the past to the minds of his public, to see that what he cannot do well himself is done well by others, and finally to perceive with clarity and true vision what really can be achieved by means of his subtle and responsible work—all of these things depend primarily on his natural ability and power of self-education, in other words, on his personality. The most his theoretical training can do for him is to indicate the field of activity; is to show him what others have done and how they have done it. The rest depends on himself.

Librarian Authors

CLARICE BLAKE was born in New York City, but her parents moved across the Hudson to the Palisades when she was a small child, and she grew up there, attending first the public schools, and then a convent school in Fort Lee, the Institute of Holy Angels. For a time, following graduation, the idea of writing, which she had had for years, lay dormant, but inevitably she gravitated to Columbia, which is directly across the river from her home. After a year in English with Dr. Brennecke, she went into Thomas Kennedy's class on the short story. Turning for her material to a countryside where she had spent many summers, she wrote *The Mold,* which she sold to *The Century Magazine.* This story was three-starred in O'Brien's collection for the year, achieved the final list in the O. Henry Memorial volume with a special mention by Dr. Blanche Colton Williams in her introduction, and was awarded a second prize in the annual anthology of the Writers' Club of Columbia. Her first novel, *Sky Farm* has recently been published.

Clarice Blake

Miss Blake is assistant librarian of the Cliffside Park Free Public Library at Grantwood, New Jersey, where she still lives, and she received her library training there. It is this library that last year was written up by the American Library Association as one of ten outstanding in the country. "We are outstanding for our record of achievement under most adverse conditions," Miss Blake writes, "We doubled our circulation in two years, and it became seventy thousand books, which we issued in part time from an office twelve feet by twenty, in one of the public schools. Our equipment is two desks, one of which must be wheeled into the corridor, three or four chairs, a ladder which is our most prized possession as it will seat two children at one time, a narrow aisle down the center,—*is* an aisle equipment?—and four tight little nooks on each side. We thought the high water mark of our circulation had been reached the six hour day that seven hundred and fifty four books went out over one desk. That averages a hundred and twenty five an hour, but a few weeks later, on a four hour day, we beat that, issuing one hundred and twenty nine an hour. In addition, all fines, new members, adjustments of all kinds, and countless requests, are cared for in what are known as leisure moments. The little desk inside the first nook where the incoming books are received, becomes briefly submerged, but it swiftly reappears, books flowing from it back to their shelves. In trying to make plain just exactly what the arm action amounts to at our library, I sometimes say that it is as continuous as beating up a cake. This is true. In our lulls, we tuck in the countless gestures of library service that like the poor are always with us,—the pocketing, repairing, filing, etc.

"Ours is the borough that lies directly south of the new Hudson River bridge, and it is growing so rapidly that it has seemed almost impossible to keep up with the need for schools, but now at last we see a library building actually in sight."

Sky Farm, Miss Blake's novel (published by Little, Brown) is laid in the Berkshires in Western Connecticut, a region with which the author is thoroughly familiar after years of summering there with her family in an old farm house, "sheltered from the winter winds by slope and barns, and open to the south." The house, Miss Blake says, expresses for her the spirit of the mountain—the same spirit that she has caught in her novel of force and virility, of deep running passions, and wide quiet sunlit valleys.

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February 15, 1931

Editorial Forum

WITH THE GROWTH of the city, the progressive public library evolves into a library system with its central library and outlying posts. The oft-time repeated history of city libraries has proved that only a limited proportion of the population, beyond that within immediate and easy access, frequent the central library. To reach the remainder branch libraries are among the principal agencies used and Miss Field, in an informing article in this number, points out the possibilities of a system of regional branches such as is being developed in Chicago. Here a regional branch, equipped with a large floating collection and delivery service, is responsible for the administration, inter-loan, publicity, and other problems of a group of auxiliary branches. Certainly the opportunities for putting the right book at the right time into the hands of the children and foreign born are not fraught with such rich possibilities anywhere else. One may well question whether the range of social endeavor, especially in a large city, offers a richer field than that of the branch libraries.

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IT IS GRATIFYING to note that the inquiry into library compensations, especially in Greater New York, for which the Carnegie Corporation some time since made a modest appropriation, is nearing completion so that results may soon be made public. A comparison of actual salaries, too generally inadequate, paid in the three great systems within the metropolis carefully made by outside investigation will be interesting to librarians throughout the country. Although the population of what was once New York and is now the Borough of Manhattan has been decreasing, all the other boroughs have gained enormously in population, beyond present library resources, and as each of the three great systems becomes more complicated in number of branches and in differentiated departments higher standards are necessary and compensations should increase accordingly. The most notable growth has been in Queens Borough, which now has its own central library, whose library budget has increased from $275,000 in 1925 to $749,933 in 1931, while the staff has increased from 115 to 357. Within the past two years Director Dever has made it especially a point to stand for the highest requirements in appointments, insisting that for supervisory positions a candidate should have four years of college, two years in library school, and five years of experience in the special field, and within that time the staff has been increased by graduates from eighteen different library schools. It is greatly to the credit to the least known, so to speak, of the five boroughs that Queens has such a record to show.

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THE H. W. WILSON COMPANY has developed such thorough-going and accurate systems of indexing for periodicals in various classes, industrial and other, that it seems strange that any periodical publishers should refuse to cooperate at least by furnishing the periodical for indexing. This has been done, however, with respect to one important periodical, which shows an utter lack of appreciation of the real service which is given not only to librarians but to periodicals themselves by such indexing. In the interest of good bibliography we join in the expressions of regret on the part of individual librarians against this lack of appreciation of the value of indexing.

This is quite a different matter from book begging from authors and publishers which has become so serious that the National Association of Book Publishers has repeatedly made protest against a custom to which some libraries have lent themselves on the grounds of impecuniosity or of public service. Begging letters to authors assume that they have copies galore at their disposal, but this is absolutely a mistake, since an author is paid in royalties and not in copies so that he must literally buy back his own books to give them away.

Library Chat

What Is A Librarian?

NOT LONG AGO at a luncheon for librarians, in friendly conversation, I asked my next-door neighbor if he had read *San Michele*. No, he had not and he asked if there were any particular reason why he should. I could not think of any to give him except that I had found it one among the most delightful books I had read in the last year. And then he asked me a question which I wonder if you are asking too: he asked me if I taught book-reviewing? And forced to it I had to admit that I only taught cataloging. But how curious, thought I, that a librarian explains why he reads books.

Several years ago I had a question put to me by the dean of the university where I teach; would I give her a list of children's books to send to her niece. Yes, I would be glad to bring it to her tomorrow. But she wanted it right away to send with the letter she was writing, and I had to explain that I could not give her the best answer off-hand, but that I would get a list of the best books for her. But are you not a librarian she asked? What do you teach? Cataloging I answered. And afterwards I asked myself the question: what is a librarian? Or if you will, when is a librarian not a librarian? As a metaphysical question it might be followed far, but I think if we test out the public we will have to admit that it expects a librarian to know books, and any books it asks about, at any time it asks!

Be that as it may, surely the librarian's first function is to make book sources available to the public, or to those requesting such service. This is done primarily through the catalog, though the catalog may be used principally as a technical instrument by the librarian. Is the catalog for the librarian or the public using the library, is a question that is raised again and again. Is it possible to make a catalog that the public will fully understand, is another phase of the question. And one might counter with, that depends upon the public! I know of a large university library and a large public library that have recently refiled their catalogs strictly alphabetically. The careful bibliographical worker will not like these catalogs. I should not like them. I should much prefer a classified catalog. I think classification subdivisions are much more exact and logical than subject headings. But I am not using those catalogs, and the general public is, a general public that has used the telephone directory ever since it could read. The telephone company probably learned from library procedure the easiest and best way of compiling an index or directory, and why shouldn't librarians learn from the telephone directory something of the psychology of filing for the general public? But will the catalog give the best service after everything has been done to it to simplify it from the standpoint of the general public? Doesn't any catalog, like any technical instrument, need explanation of a trained assistant? And is it any question of the efficiency of the technical instrument because it does? I doubt it.

In the January first number of the 1930 LIBRARY JOURNAL appears an article on "What a Reference Librarian Expects of the Catalog." The article interested me very much as I think it is possible to make a catalog which is a pretty efficient tool. As this article was provocative of argument I assigned as a mid-semester paper to my class in classification and cataloging the problem of answering the criticisms in it. The gist of the remarks in those papers was as follows: It is admitted that the catalog is not simple. If books were not complicated, if editions, titles, publishers, dates were not continually changing then the catalog might be simple. As much explanation of the catalog should be given, either verbally or otherwise, as is necessary to make it clear to the public using it. Reference librarians should be thoroughly enough trained in cataloging to know what can and cannot be expected of the catalog. The catalog of each library should fit its needs. A catalog cannot be rushed at; it must be approached with the idea that a maximum speed often produces minimum results.

At the mid-winter meeting I was cornered by an old friend who wanted the series in unit form explained. "And how do you file the separate entries," she asked. "By author and title," I answered. "But what if they are always called for by volume number," she commented. "By all means arrange them by volume number," I answered. The catalog is an instrument of the librarian through which he makes available to the public the resources of the library. It must be a flexible instrument to best serve its purpose; it is a tool not an inflexible code. It is neither the cata-

(*Concluded on page* 188)

A. L. A. Midwinter Meeting—III

Executive Board Report Again Delayed

THE AMERICAN LIBRARY ASSOCIATION states that Executive Board reports are ready but will not be in shape for publication before March first. As long as all other reports of the Midwinter Meeting have been covered, this report will be found under the regular department of "Library Organizations" when it is ready.

Association American Library Schools

A CLOSED MEETING of the Association of American Library Schools was held in Chicago on the evening of Monday, December 29th, in conjunction with the mid-winter meeting of the A. L. A.

On the afternoon of the same day an open meeting was held under the auspices of the Association, conducted by Miss Helen Martin. The program follows:

General Subject: "Deterring Factors in Recruiting for Library Service for Children." A Symposium.

"The Problem of Recruiting." Miss Helen Martin, School of Library Service, Western Reserve University; Miss Alice I. Hazeltine, School of Library Service, Columbia University.

"The Viewpoint of the Administrator and the Adult Department." Mr. Ralph Munn, Director, Carnegie Library of Pittsburgh; Miss Georgia McAfee, Librarian, Lima (Ohio) Public Library; Mr. William Webb, Librarian, Flint Public Library.

"The Viewpoint of the Children's Department." Miss Effie L. Power, Director of Children's Work, Cleveland Public Library; Miss Elizabeth Knapp, Chief, Children's Department, Detroit Public Library.

"The Viewpoint of National Headquarters." Miss Sarah C. N. Bogle, Assistant Secretary, American Library Association.

Among the points brought out by the various speakers were these: Recruiting for library service with children has lagged for various reasons; salaries are low, educational and personality requirements are exacting, there are not enough openings in the higher positions in the field to provide adequate opportunities for advancement. There are still administrative difficulties that complicate the relations of children's librarians with other branches of the organization. There is a steady demand for specialists in this line, not only in large, but in medium sized and smaller libraries, in elementary schools, in bookselling, teaching and other allied types of work. Library schools are to a large degree responsible for selecting and recruiting children's librarians. Much remains to be done to bring about a proper appreciation on the part of the public and the administrators of libraries, of the value of specialized service for children and of the fact that specialized service demands commensurate recompense.

ISABELLA K. RHODES, *Secretary-Treasurer*

Regional Conference Catholic Libraries

THE ANNUAL REGIONAL conference of the Library Section of the National Catholic Educational Association was held in Chicago, December 28-30, 1930, with over fifty librarians from the leading Catholic institutions of the country in attendance. The first general meeting was held Sunday, December 28th at 2:30 P.M. in the Elizabeth M. Cudahy Memorial Library, with Miss Lillian Ryan, Librarian, Loyola University, presiding. "College and University Library News, 1929-1930" was read by Brother Francis H. Ruhlman, Librarian, University of Dayton, Dayton, Ohio. This was followed by an address on "Librarianship of the Future" by Dr. Francis E. Fitzgerald, Chairman Library Section, N. C. E. A. Informal discussions followed. The meeting on Monday, December 29th, was held at Mundelein College for Women. Sister M. Reparata, Librarian, Rosary College, River Forest, Ill., presided. The main topic under consideration at this meeting, was "The Carnegie Corporation's List of Books for College Libraries" a discussion led by Sister Marie Cecilia, Librarian, College of St. Catherine, St. Paul, Minn. This was followed by a "Book Symposium" being short reviews of some of the more recent books essential for libraries in Catholic schools. On Tuesday, December 30th, the meeting was held at Daprato Statuary Company, Library of

(*Concluded on page* 184)

Current Library Literature

ANDREWS, CLEMENT WALKER, 1858-1930

Bay, J. C. Dr. Clement Walker Andrews, 1858-1930. por. *Libraries*. 36:1-5. 1931.

Dr. Andrews was librarian of the John Crerar Library in Chicago from 1895 to his resignation in 1928. "In a farsighted and broadly democratic way, the Crerar grew to be an aristocrat among libraries. Its prestige rested on the excellence of its collections, their linguistic breadth, their chronologic depth, their early perfection in the acquisition of corner-stones and solid historic foundation: a worthy parallel to the Newberry. Behind it all stood a librarian whose ideals were asserted almost ruthlessly, but craved as much for his life-work and his library as he craved little for himself."

BOOKS AND READING

Kennedy, Mrs. A. M. The librarian in her relationship to books and readers. *Ont. Lib. Review*. 15:39-43. 1930.

Contains an interesting discussion of the problem of censorship.

CATALOGING

Kelley, G. O. The classified catalog in a reference library. *Special Libs*. 21:398-402. 1930.

By the supervisor of cataloging and classification, the John Crerar Library, Chicago. The library began its classified catalog nearly 35 years ago. Books are closely analyzed and entered under all classifications on which the contents may have bearing. An alphabetical subject list supplements the classified catalog.

CHICAGO, UNIVERSITY OF. GRADUATE LIBRARY SCHOOL.

Waples, Douglas. The Graduate Library School at Chicago. *Lib. Quar*. 1:26-36. 1931.

"As indicated by the title-page, a large part of the routine labor of editing the *Library Quarterly* is likely to fall upon the staff of the Graduate Library School of the University of Chicago. Readers of the journal should accordingly have some interest in the School's policies and activities which the journal must in some measure reflect. . . .

"In random order, the fields in which our students have done some work to date are bibliography, education, history, law, literary criticism, philosophy, political science, psychology, social service administration, sociology, and statistics. There are doubtless many others equally pertinent. But each of these in which our students have worked has contributed plenty to disturb our complacency over what library science amounts to today. The one field of bibliography is of course in itself the camel's nose under the tent flap."

CHILDREN'S LITERATURE

Barnes, C. M. Reviews of children's books. *Libraries*. 36:49-52. 1931.

Read at Idaho State Library meeting, Boise, May 23, 1930. Recommends particularly The Three Owls page in *Books*, edited by Anne Carroll Moore. Miss Moore since then has resigned the editorship. Also recommends *Horn Book, Elementary English Review, Wis. Lib. Bull.*, and others.

COLLEGE LIBRARIES

Reeves, F. W., and J. D. Russell. The relation of the college library to recent movements in higher education. *Lib. Quar*. 1:57-66. 1931.

The newer educational movements affecting the library include increased registration in social studies, introduction of survey courses, changes in methods of science teaching, reading for honors, general reading courses, establishment of fields of concentration, and the development of graduate study.

Intended to index with brief annotation, or excerpts when desirable, articles in library periodicals, books on libraries and library economy and other material of interest to the profession. The subject headings follow those in Cannons' *Bibliography of Library Economy*, to which this department makes a continuing supplement. Readers are requested to note and supply omissions and make suggestions as to the development of this department.

U. S. Dept. of Interior. Office of Education. *Survey of Land-Grant Colleges and Universities*. Directed by Arthur J. Klein. Wash.: Govt. Prtg. Off., 1930. 2 v. pap. $1.50. (*Bull.*, 1930, no. 9).

Part VIII, v. 1, p. 669-678: The Library. Chapter I, Introduction; II, Usability of Libs.; III, Methods of Facilitating Use; IV, Books and Periodicals; V, Buildings; VI, Administrative Control. Conclusion: "The organization and administration of libraries of a large majority of the land-grant institutions are decidedly unsatisfactory."

CRERAR LIBRARY. *See* ANDREWS, CLEMENT WALKER; CATALOGING.

DETROIT CHARGING SYSTEM

The supplement to *Ill. Libs.* for October 1930 has brief articles on the successful operation of the system in three Illinois libraries (p. 174-178).

ELEMENTARY SCHOOL LIBRARIES. *See* SCHOOL LIBRARIES.

FOREIGNERS. *See* LIBRARY SERVICE TO FOREIGNERS.

LAND-GRANT COLLEGES. *See* COLLEGE LIBRARIES.

LENDING DEPARTMENT

Burton, G. L. The future of the central lending department in big centres. *Lib. Assn. Record*. n.s. 8:257-262. 1931.

The main thesis of this paper is the extension of the "district" library system, with the "central" as an administrative centre or "reservoir." Discusses the storage of little-used books, the provision of less popular but important current fiction, the formation of a representative foreign collection, and the selection of books for children. The writer is librarian of the Central Lending Library, Birmingham (England) Public Library.

LIBRARIES

Jast, L. S. Presidential address. *Lib. Assn. Record*. n.s. 8:241-256. 1930.

By the president of the (British) Library Association and the Chief Librarian of the Manchester Public Libraries.

"If, then, the discovery of a few manuscripts and the printing of a few books could so transform medieval Europe, what may not the great reference libraries, with their accumulated and still accumulating stores, be the means of accomplishing tomorrow? Therein lie the records of a hundred, a thousand cultures, to which a whole army of archaeologists and scholars are busily engaged in adding the studies of such living cultures as still lift up their dying heads in an alien and indiscriminately butchering world. Hitherto we have met the old gibe that a great reference collection is little more than a charnel house by the answer that in them is contained the necessary material of the future historian, an answer well enough as far as it goes, but leaving untouched the far greater role that may be theirs in a world subdued otherwise hopelessly to the machine. Nobody can say that a culture is ever dead, unless the record of it vanishes utterly from the face of the earth."

Miller, E. V. D. Libraries as agents for world peace. *Libraries*. 36:5-10. 1931.

Read at meeting of Illinois Library Association, Moline, Oct. 17, 1930. "We all know what a good, though modest library can do for a community. It is a nucleus of culture, refinement and knowledge, affecting men and measures to a degree we cannot reckon. Multiply this library by thousands and we can picture its infinite possibilities. Through their libraries our people may learn to know other peoples, to understand them, to sympathize with them, and when they are in trouble, either through misunderstanding or through fault, to help them—not with poison gas and TNT bombs, but with all that one high-souled man would do for another in trouble." This article is also published in the supplement to *Ill. Libs.* for October 1930 (p. 178-183).

ILLINOIS

The supplement to *Ill. Libs.* for October 1930 prints the Proceedings of the Ill. Lib. Assn. at Moline, Oct.

15-17, 1930, with several articles on the problems of Illinois libraries.

INDIA

The second issue of *The Modern Librarian*, a monthly journal of All-India Library service, has articles on "The Necessity of Rural Library Movement in India," "Our Libraries," etc.

ITALY

Drinkwater, Geneva. Three hundred days in Roman libraries. *Lib. Quar.* 1: 67-71. 1931.

A "vivacious account" by a student who spent last year in Rome as the recipient of a traveling fellowship of the Graduate Library School of the University of Chicago.

MICHIGAN

Hannum, F. A. The four-square library in Michigan. *Mich. Lib. Bull.* 21:311-314. 1930.

The structure consists of the state library, county library, public library and school library; the superstructure, the library building, library staff, books, and patrons.

LIBRARY ORGANIZATION

Miller, Z. K. *How to Organize a Library.* 7th ed., rev. New York: Remington Rand Business Service Inc., Library Bureau Division, c1930. pap. 48p.

New features include an account of the Detroit charging system; unit card for catalog and shelf list, with 20 illustrations; and revised bibliography.

LIBRARY PUBLICATIONS

The Library Quarterly. Vol. 1, no. 1. January 1931. Chicago: University of Chicago Press. $5 a year.

Established by the Graduate Library School of the University of Chicago, with the assistance of the Carnegie Corporation, to fill the need suggested by a committee of the American Library Association for a journal of investigation and discussion in the field of librarianship.

LIBRARY PUBLICITY

Hewitt, C. T. Practical publicity. *Mich. Lib. Bull.* 21: 319-321. 1930.

The Hackley Public Library, Muskegon, Mich., displays as many books as possible in the building and in a street-corner case, and reminds borrowers when their cards have expired.

Hilton Smith, R. D. Aids to publicity library readers. *Lib. Assn. Record,* n.s. 8: 263-274. 1930.

By the sub-librarian, Hendon (England) Public Libraries. Advises displays of books with attractive and arresting headings, the distribution of guides to reading, care in printing reading-lists, and the distribution of reprints of literary articles often published in library bulletins.

LIBRARY SCHOOLS

Reece, E. J. The service loads of library school faculties. *Lib. Quar.* 1:37-53. 1931.

Condensed version of an investigation summarized in "Current Library Literature" in LIB. JOUR. 55:371. 1930.

LIBRARY SERVICE TO FOREIGNERS

Briggs, E. V. Service to foreign readers in the small library. *Mich. Lib. Bull.* 21:315-317. 1930.

Plan evolved from a questionnaire directed to thirty Michigan libraries for cooperating with the State Library in providing books and printed catalogs for foreigners.

Randall, W. M. What can the foreigner find to read in the public library? *Lib. Quar.* 1:79-88. 1931.

Based on figures in the *American Library Directory* and the *Survey of American Libraries.* "There is no consistent relationship between the number of books per capita and the circulation per book. A glance at any of the columns will make this evident. Two possibilities, therefore, present themselves. Either some nationalities read more than others, or the books in certain libraries are better chosen than those in others. The latter seems more probable."

LIBRARY SERVICE TO NEGROES

Shores, Louis. Library service to negroes. illus. *Wilson Bull.* 5:311-315. 1931.

Library service to negroes has been improved in recent years by the opening of the Library School of Hampton Institute, the opening of the new Fisk University Library and the growth of school libraries made possible by the Rosenwald Fund.

LIBRARY TRUSTEES

Rogers, R. E. The whole duty of library trustees. *New York Libs.* 12:29-132. 1930.

"I suggest that the business of public library trustees is: 1, To administer the library's finances competently; 2, To supply good books and, if possible, only good books for the reading public; 3, To discount their own prejudices; 4, To refuse resolutely to act as censors of literature; 5, To stand firm between the integrity of the library and all outside influences of prejudice, intolerance, special interest, political expediency and unintelligent alarm; 6, To bear in mind the famous dream of Peter, recounted early in the Book of Acts, on the subject of the clean and unclean."

NEGROES. *See* LIBRARY SERVICE TO NEGROES.

NEWSPAPER LIBRARIES

Special Libraries for December 1930 is a Newspaper Number, with numerous articles on the relation of the editorial department to the newspaper library, filing, etc. (21:367-393. 1930).

PAPER PRESERVATION

(British) Library Association. *The Durability of Paper.* Report of the special committee set up by the Library Association. 26-27 Bedford Sq., London W.C. 1: The Association, 1930. 24p. 1s.

"This Report deals first with the durability of paper from a historical standpoint. It then dwells forcibly on the necessity for a Testing Station, discusses practical possibilities and explains the consequent scope of the present enquiry. Then it endeavours to settle the question of Grades of Permanence in paper, and proceeds to treat in some detail that part of the problem which relates more particularly to paper used in present-day book production. Specifications are laid down for grades of durable paper, the important question of the market prices of such papers being fully considered."

PERIODICALS

Clark, P. H. *The Problem Presented by Periodicals in College and University Libraries.* University of Chicago, 1930. pap. 39p.

"The information provided in the Union List of Serials . . . has been used herein as a basis for determining the status of a sample selection of sets in a group of thirty libraries. Since maintenance of complete sets has been the central interest of this study, it has been thought best to deal only with those factors entering into the treatment of periodicals from the time they are ordered until they are bound. For this reason the closely related problems of cataloging and classifying have not been included."—Preface.

PUBLIC LIBRARIES

Paxton, Matthew. Free books. *Amer. Mercury.* 22:38-45. 1931.

A comprehensive and impartial view of American public libraries, covering their management, forms of service, staffing, publicity methods, selection of books, expenditures, etc. The writer has apparently been engaged in every occupation except that of a professional librarian.

RESEARCH

Williamson, C. C. The place of research in library service. *Lib. Quar.* 1: 1-17. 1931.

Address delivered at the Founder's Day exercises, School of Library Science, Western Reserve University, June 10, 1930.

"Many journals are devoted to research in education. Books and monographs are published by the thousand, reporting the results of research. . . . What about research in the library field? A little sporadic work here and there by individuals that may possibly be classified as research. No organized or cooperative plans, or only the beginnings of such in two or three university library schools. No money appropriated anywhere, so far as I know, specifically for research in library service. Not a single person employed anywhere by the library or a library system to study problems of library service. No research fellowships. No research professorships. . . . Not a book or even a pamphlet devoted specifically to research in the field of library service. No journal in which reports of research studies can be published, except in brief and popularized form. . . .

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Book Reviews

Illustrated Manuscripts Of Prudentius [1]

THE MOST-READ work of the "first Christian poet," Aurelius Prudentius Clemens, was his *Psychomachia*, an allegory of the war of virtues and vices in the human soul, and no less than twenty-two of the extant manuscripts have illuminations of great interest in the history of book illustration as well as in the general history of mediaeval art.

This study well exemplifies the application of archaeological method to the study of art, in its attention to the content of the pictures—subject, costume, and symbolic and decorative accessories—as well as to aesthetics and technique. It appears that "illuminators" of mss. as well as scribes were expected to copy their originals to the best of their ability and understanding, and that, in a measure, we can date the originals by the faithfulness of the copies and can date the copies by their deviations from the original through error or minor changes in style symptomatic of period.

In accordance with this characteristic mediaeval traditionalism, Miss Woodruff finds, with Stettiner,[2] "these illustrations derive from a common original; they have the same general arrangement of figures, illustrate the same portions of text, the figures usually employ the same weapons." One may, however, trace two lines of development according to the costume, grouping, weapons, etc., of the various Virtues and Vices.

The description of individual mss. begins with Bibliothèque Nationale Ms. lat. 8318, giving its history and provenance, ten illustrations in reproduction, and notes on the iconography and symbols, on the drawing of figures and initial letters, on decorative details, etc. For purposes of comparison, reference is made to no less than six reproductions (in this book) from other than Prudentius Mss., as well as to reproductions in other books. The workmanship of the ms. is thus identified as probably South French of the tenth century, but, at the same time, "Abraham in the scene of the sacrifice of Isaac . . . is derived from the East Christian type of Christ to be seen in the sixth century Gospel of Rabula," etc., and "Such motives as the orant Avaritia . . . could have been copied only from a model much older than the tenth century."

After treating the other nineteen mss. in similar fashion, Miss Woodruff comes to her thesis, which concerns the *stemma* (family tree) of the two groups. Stettiner (whose work this dissertation supplements and corrects in the light of newly discovered evidence) assumed a fifth century archetype from the obvious borrowing of antique motives but traced the extant mss. to a seventh or eighth century copy of this, because of certain errors (e.g. the representation of five kings, instead of the biblical four, in the capture of Lot, together with a gloss taken from Isidore of Seville, who died in 637). Of the two groups of mss. descended from this latter, Stettiner distinguishes Group 1 as preserving more of the antique and Group 2 as descended through a ninth century "Carolingian" reworking. Miss Woodruff, however, finds that the errors do not occur in all the mss., and that, where occurring, they are explainable otherwise. Furthermore, she is able to point out certain elements in Group 2 which are older than those in Group 1, "while Group 1 has substituted some features characteristic of the sixth century for those of the fourth and fifth."

A study of the illustration of the *Praefatio*, as distinguished from the *Psychomachia* proper, argues still more strongly for an early, fifth-century archetype and brings the author to her conclusion (p. 45) that the descent of Group 2 mss. was through an Italian archetype in the "Latinized Hellenistic tradition," while the sixth century archetype of Group 1 "was executed in a center where Asiatic influence [also of Greek origin] was strongly felt" ("southern Gaul, North Italy and closely connected regions"). The reviewer is too little expert in the subject to offer any serious objections to the author's conclusions but he must confess some doubt as to the resemblance noted (p. 44) between Group 2 pictures and those of the Vatican Vergil, and some confusion at the apparently synonymous use (p. 44-45) of "Latinized Hellenistic" and "Alexandrian" (supposing the Vatican Vergil to be in the one tradition and the Ambrosian Iliad in the other).

The wealth of illustration (142 figures on 21 plates), unusual in a book of such moderate price, gives it an interest even for those

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[1] *The Illustrated Manuscripts of Prudentius.* By Helen Woodruff. (Harvard University Press. $2.00.)

[2] Richard Stettiner, *Die Illustrierten Prudentiushandschriften*, Berlin, 1895; *Tafelband*, Berlin, 1905.

who do not care to do more than skim the technical discussion. It is unfortunate for general reading and reference use that the text was not broken up into clearly designated chapters and sections and provided with an outline table of contents and an index.

HENRY BARTLETT VAN HOESEN
Brown University Library

Children's Catalog Fourth Edition

SEVERAL NEW FEATURES distinguish the fourth edition of the *Children's Catalog*, compiled by Minnie Earl Sears and published by the H. W. Wilson Company. The new volume is in two parts. Part I is a dictionary catalog of author, subject and title entries with publisher, price, date of publication and descriptive annotations under the author entries. A new feature in this part of the work is the addition of the class number in the author entry. Fiction is classed as F, picture books and easy books as E, and non-fiction books by the numbers in the latest edition of the full Dewey Decimal Classification. A second new feature in Part I, while perhaps less important, is a great improvement for the more convenient use of the catalog; the analytical entries for parts of books have been put in a separate alphabet after the entries for whole books. There is to be no small edition of this new revision of the catalog. Instead about 1,250 titles in Part I have been marked with a star to indicate the books recommended for first purchase.

Part II is an entirely new feature. This is a classified list of all the books according to the Dewey Decimal Classification, with subject headings suggested for each book. No more convenient aid to the cataloging of children's books has been devised. Librarians in children's libraries and in school libraries will find this list, classified by subjects, of great assistance both in ordering books to round out their collections and in answering reference questions.

A List by grades similar to that found in the abridged edition of 1,200 titles and in the Supplements to the third edition of the catalog, and two other lists, Books about children's reading and Aids to story-telling, are found at the end of the volume.

The fourth edition, like the third, includes 4,100 titles. New editions of older books and modern, up-to-date new books have been selected to replace books which were once popular and desirable but which have been superseded today. Three hundred new titles which have not appeared in any other edition of the catalog or in any of its supplements are listed in the fourth edition. Most of these books were published in 1929 or early in 1930. A careful analysis has been made of 880 books, as against 863 in the third edition. There is an increase of 233 pages in the new volume but as thinner paper has been used the size, if not the weight, of the book is the same as that of the 1925 edition.

Specialists in public and school library work and in scientific and technical fields have collaborated with Miss Sears in the preparation of this valuable tool, which should be a real aid to the trained librarian, to the novice in the field, and to the student in library work.

FAITH L. ALLEN,
Brooklyn Public Library.

Classified Guide To Periodicals

A NEW TOOL for public libraries, business libraries, and business offices will be published next winter by the R. R. Bowker Company. "A Classified Guide to Periodicals" is being edited by Carolyn F. Ulrich, chief of the Periodicals Division of the New York Public Library, who has had long experience in evaluating periodicals in art, industry, or science. The lists which have been compared with other in special fields, and will cover approximately 6500 titles, should prove useful to librarians in all types and sizes of libraries. Each descriptive note will give the name of the periodical, its address, price, characteristics, etc., and each periodical will be under its most natural classification with cross-indexes to enable the searcher to find everything that has been listed. The periodicals covered will be largely from the domestic field, but the Guide will include everything from foreign sources that can be most helpful in American collections. It is expected that this bibliography will be kept up to date by supplements, possibly of annual issue, and revised completely every three years.

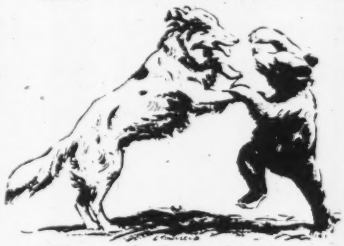
Filing Cabinet For Sale

FOR SALE: Library Bureau filing cabinet, oak finish, 16 drawers, size for cards 5 in. by 3 in. Price $35. Carnegie Public Library, Boise, Idaho.

Children's Librarians' Notebook

MAX. By Mabelle Halleck St. Clair. *Harcourt, Brace.* $2.

Here is the true story of Max, a black bear cub, from the time at the age of one month when he "looked like an inverted comma" until he grew too large for a pet and had to go to school and learn how to be a bear at one of the National Parks. His mischievous pranks always made Billy and Jane laugh and young readers will chuckle over the tale of his mischief; swinging on the clothesline, teasing the chickens, stealing the neighbor's cookies, and taking a bath in the neighbor's water barrel. Sunny, a white collie, was only six months old when Max came, but they became great playmates. Just the book for those boys and girls who have dreamed of owning a bear cub of their own.—B. W.



POT OF GOLD. By Elizabeth H. Atkins. *Stokes.* $2.

Six modern fairy stories that have a real folk tale flavor. In them one finds the poor man rewarded for sharing his crust with a stranger, the maiden solving a problem that has perplexed the wisest heads in the kitchen, a prince's search for true happiness, etc. The literary style is good. Though the stories are uneven in merit, they are all more distinctive than many of our modern fairy tales. They do not come up to Beston or Oscar Wilde; "The Crown of Gold" shows the influence of the latter's *Happy Prince,* except that here it is a gargoyle that speaks with the little bird. The book is attractive in physical make-up. The paper may prove a little too heavy for rebinding, but the illustrations are well-done, the type is clear and the page margins wide. While I cannot agree with the statement on the book-jacket which announces that these new tales will undoubtedly take their place among the old favorites, it must be admitted that they are above the average and are worthy of a place upon our library shelves.—C. N.

These books are actually reviewed by different children's librarians in the field. If you do not agree with the review of a book, send in your own review and we will print it. The name of the reviewer of any book will be given upon request.

GYPSY CARAVAN. By Howard Pease. *Doubleday, Doran.* $2.

This is the tale of an afternoon spent by a brother and sister on the "road to enchantment." They meet Robin Hood, Richard the Lion-Hearted, and many other glamorous heroes of the past. When they get back to the taxi and start for home the reader feels as though he were being awakened from a delightful dream. For the fairy tale age child.—M.R.

IN THE LAND OF THE LION. By Cherry Kearton. *McBride.* $2.50.

All the Central African animals and insects move before you in these pages from the lion and tiger to locusts and white ants. We see the animals at home—not a great deal is said of them, but one feels the author's intimacy with each. Mr. Kearton accompanied Theodore Roosevelt on his African expedition and has been studying wild animals with the camera for twenty-five years. The sixty full-page photographs, unfortunately, are not as interesting as the text; the backgrounds are dim and hazy and figures are hard to see. For intermediate collections only.—A. M. W.

TORNADO BOY. By Thomas C. Hinkle. *Morrow.* $2.

Another horse story by one who loves and knows the horses of the West. We follow, with interest, the experiences of this beautiful white-stockinged horse from colthood to a well-trained cattle horse. He is coveted by many of the cowmen who feared but respected his owner. He is among a bunch of horses stolen from the ranch by horse rustlers, from whom he makes his escape. Later he is caught by a half-wit negro and endures many hardships before breaking away. He has many thrilling adventures and narrow escapes but finally finds his owner, whose life he later saves. A thrilling story for all lovers of animals.—M. W.

WALLIE, THE WALRUS. By Kurt Wiese. *Coward-McCann.* $1.50.

Kurt Wiese has produced another charming picture book for the youngest readers. Wallie is a baby walrus born when the first touch of

spring was breaking up the ice. The author has related the events of his everyday life with a great walrus herd in the frozen North in a style which children can thoroughly understand and enjoy. The illustrations are simple, yet most attractive and very well suited to the text. Besides finding genuine pleasure in the reading of this book, the children will gain authentic information concerning the life and habit of these animals.—M. P.

THE MAGIC CANOE. By Frances M. Fox. *Laidlaw.* $1.50.

The good points of this story are not sound enough to allow an endorsement of this book for girls. Instead, we must point to those that have been written by Mrs. Snedeker, Miss Allee, and Miss McNeely, to mention a few of the newer writers, to indicate the standard of style and characterization which we expect of those who would write for our girls.—T. C. B.

PLAYING AIRPLANE. By J. F. McNamara. *Macmillan.* $2.50.

Will satisfy the imagination of the boy from six to nine who wants to know about aeroplanes and how to fly them. Author writes of an imaginary flight that any boy can have in his make-believe aeroplane after making his ship from a box and learning how to pilot it.

—M. W.

TOMORROW'S HOUSE. By George O'Neil. *Dutton.* $2.50.

David, with the Tiny Angel as a guide and the power to make himself large or small according to his own opinion of his mentality or conduct, follows the Hours into a mole hole. From then on it is rather difficult to know just where the two wanderers are and what their pursuit is leading to. The characters are vague and the incidents disconnected. There may be some underlying, subtle symbolism but it is intangible. The illustrations are in black and white by Rose O'Neill.

—L. H.

BLACKY DAW. By Adelaide Palmer. *Beckley-Cardy.* 70c.

People who have owned tame crows say that they are very intelligent and amusing pets. This story of such a pet, as told by the crow himself, for younger children seems unworthy of the interesting and untried subject matter.—L. H.

CIRCUS BABIES. By Elizabeth Gale. *Rand McNally.* $2.

Short sketches which tell how the circus animals, particularly the babies, learn the laws of the circus. The babies are all lovable, from Chuckles, the clown baby, to Prince, the little tiger, who learns the lessons of gentleness in play. Simply told and suitable for younger readers. The colored pictures are rather gaudy.—L. H.

THE SHEPHERD AND THE DRAGON. By Bozena Nemcova (Tr. by Eleanor E. Ledbetter). *McBride.* $2.50.

Here are the folk tales of the Slav translated to retain their native flavor and the fairy element. Mrs. Ledbetter knows the Slav and has a fine feeling and a sense for the idiom of his language. The tales are selected for their variety and one finds the fairy and the folk tales, tales of magic and of humor, tales

of romance and adventure. A familiar tale appears in such a new dress that the book appeals to the older boys and girls who have read all the old books and want more. Others are entirely new and Slavic—"The Shepherd and the Dragon," "The Cat, the Cook and the Scythe," "Godfather Matiz," and "Tibor the Strong." Recommended for children of all ages and adults who have any interest in folk lore or the Slavic background.—Z. H.

Library Organizations

Annual Meeting At Albuquerque

THE NEW MEXICO Library Association held its annual meeting at Albuquerque, New Mexico, November 6 and 7, in the very attractive high school library of that city. Thursday's program was as follows:

President's address; "Looking Ahead in Library Development in New Mexico," by Mrs. Corinne Whitney, Roswell; "State Library Extension Work the Past Year," by Mrs. Julia Asplund, Director, Santa Fe; "Value of Library Extension Service to Rural Schools," by Mrs. Rosseau, State Supervisor; "Four Years of Library Extension to the Rural Schools of Chaves County," by Mrs. Julia Brasher, Co. supt. of schools, Chaves County; and "Rare and Out of Print Editions, Their Aesthetic and Commercial Value," by James P. Threlkheld, New Mexico Bookstore. The meeting adjourned to be the guests at luncheon of Mr. T. A. Bagshaw, Publisher of Denver, Colorado.

Friday's meeting proved most interesting and consisted of reports as follows: "Library Instruction" by Miss Shelton, University of New Mexico, Albuquerque; "What Makes a Junior College Library," Paul Horgan, N.M. Military Institute, Roswell; "New Books for a Junior High School Library," Miss Ruth Morrison, Librarian, Raton H. S.; "Abiding Value of Good Literature," Miss Margaret Easterday, Albuquerque; and "Which Contemporary Authors Should be Added to a High School Library," Mrs. Claire Foster, Librarian, Carlsbad High School.

The following officers were re-elected: President, Mrs. Corinne Whitney, Carnegie Library, Roswell, New Mexico; Vice-President, Mrs. Ella La Barr, high school library, Albuquerque, New Mexico.

MYRTLE WHITEHILL, *Secretary*

Arizona Considers State Library Work

THE ARIZONA LIBRARY Association met at the Hotel Westward Ho in Phoenix on November 10, 1930 for their fifth annual convention. The convention concerned itself largely with reports on state library work. Miss Ida G. Wilson, librarian of the Arizona State Teachers College at Flagstaff, submitted a report on progress made through the past year among the school libraries in the state. State library work of the Arizona State Library was handled in a similar fashion by Miss Marjorie Baker, Phoenix, assistant at the Arizona State Library. One of the reports which those attending found of considerable interest was that submitted by Mrs. Evangeline Berryman on the growth of the Maricopa County Library system. Although but one year old this month, she said, the system now has twenty-six schools with more installations being planned. Orra E. Monnette, vice-chairman of the Bank of America and chairman of the Los Angeles Public Library Board, was the chief speaker at the luncheon and banquet programs. He stressed the idea that the duties of the library trustee include every variety of obligation from high-minded citizenship to efficient and conscientious discharge of official requirements. The banquet was attended by more than sixty men and women interested in library work throughout the state. Dean E. S. Lane, chairman of the Phoenix Public Library Board, presided. It was decided that two committees should be appointed, one to investigate library conditions in the state prison with a view of aiding conditions in the library there, and the other to cooperate with the Arizona Education Association in library work.

During the business session all of the officers of the association were returned to office for another year. These are: President, Miss Estelle Lutrell, Tucson; First Vice-President, Mrs. Effie J. Carmichael, Phoenix; Second Vice-President, T. J. Cookson, Tempe; Secretary-Treasurer, Miss Ida G. Wilson, Flagstaff.

IDA G. WILSON, *Secretary*

Standards For High Schools

THE WEST VIRGINIA Library Association met at Charleston, West Virginia, November 28-29 with the president, Mr. Clifford R. Myers, State Historian and Archivist, presiding. Various phases of library work were touched upon by members of the Association, including Miss Louise Edmondson of Marshall College, Miss Christine Child of Charleston Public Schools, Dr. L. D. Arnett of West

Virginia University, and Mrs. Vivian R. Boughter of Fairmont State Normal School. Those present were much disappointed to learn that Miss Mary E. Downey, Director of Extension Work, Ohio State Library, who had been announced as one of the speakers, was unable to be present. Mr. Dan H. Perdue, State Supervisor of High Schools, told about the state standards for high school libraries and showed that in some respects they were higher than those set by the North Central Association. Mr. Phil Conley, Editor of the *West Virginia Review*, stressed the importance of having a West Virginia shelf and material about the industries of the community in every library. Mr. Ross Johnston, Editor of Publications, State Department of Agriculture, explained the work of his department in advertising West Virginia. Many attractive publications are issued which will be sent to librarians and teachers but individual copies can not be furnished to school children. Mr. J. T. House, of New River State College, Editor of the magazine *Present Day American Literature* gave a talk on "Contemporary American Writers."

Officers elected for the ensuing year were as follows: President, Clifford R. Myers, State Historian and Archivist, Charleston; Vice-President, Louise Hoxie, Marshall College, Huntington; Secretary, Christine Child, Assistant Librarian, Charleston Schools, Charleston; Treasurer, Ora Peters, Concord State Normal School, Athens.

VIVIAN R. BOUGHTER, *Secretary*.

Twelve Charter Members Present

THE FOURTIETH ANNIVERSARY meeting of the Massachusetts Library Club was held on November 13, 1930 at the Boston Public Library. Miss Alice M. Jordan, Director of Children's Work of the Boston Public Library spoke on "Recent Children Books." Her remarks were most helpful to the children's librarians and a stimulus to the adult department assistants. The next speaker Mr. H. Addington Bruce, President of the Boston Author's Club and Lecturer on Psychology, spoke on the "Great American Paradox." The third speaker of the afternoon was Ralph Adams Cram. "Changing Ideals in Library Architecture" was his subject. He spoke of the early library as being totally inadequate for the staff and public, but today no longer looked upon as a depository or a laboratory, but a dynamic cultural influence where learning is acquired. In closing he paid a tribute to the librarians describing them as being the custodians of the cumulative wisdom of the ages. The anniversary dinner was held in the Princess Ballroom of the Hotel Somerset and was a most inspiring and successful event. Of the eighty-two charter members who met together on November 13, 1890 to organize the Massachusetts Library Club, twenty-five are now living. Twelve of this number were able to be present as guests of the Club. To each of the surviving charter members unable to be present a telegram of greeting was sent.

Letters and telegrams were read from Mr. Herbert Putnam, Librarian of Congress; Mr. William C. Lane, Librarian emeritus of the Harvard College Library; Miss Katherine P. Loring, Trustee of the Beverly Public Library; and Mr. Frank H. Chase, Assistant Librarian, Boston Public Library. Dr. Herbert Putnam, Librarian of Congress and a past president of the club, was elected an honorary member. Greetings were given in person by Mr. Adam Strohm, President of the American Library Association, Miss Theresa Hitchler, Mr. Gardner M. Jones, Mr. George H. Tripp, and Miss Caroline M. Underhill. Miss Alice G. Chandler read a most interesting paper telling some of the experiences of the Massachusetts Library Commission workers in former years. Mr. Frederick W. Faxon's pictures and reviews of former meetings of the Club were most interesting.

HELEN LUITWIELER, *Recording Secretary*.

Maryland Association Publishes Handbook

THE ANNUAL BUSINESS MEETING and election of officers of the Maryland Library Association was held Saturday evening, January 17, in Baltimore, with Miss Adelene Jessup Pratt presiding. Librarians from many sections of the State were received by Mrs. Vera S. Cooper of the Enoch Pratt Free Library, who, as chairman of the hospitality committee, welcomed out-of-town delegates. One feature of the meeting was the distribution to members of the Maryland Library Association *Handbook*, a directory of librarians of Maryland published for the first time. Señorita Anita De Oyarzabal of the Goucher College faculty addressed the meeting, taking as her topic, "Modern Spanish Literature." The officers for 1930 were reelected to serve during the current year.

LOUISE M. REESE, *Secretary*.

School Library News

H. S. Librarians Of Ohio For 1929-30

THE VALUE of the high school library in serving the needs of its pupils is determined considerably by the importance which school administrators and teachers give to this phase of education. This value is contingent not only upon the number, types, and recency of publication of available books, but also upon the ease with which pupils and teachers reach such books and by the extent to which their attention, interest, and energies are directed to profitable library material. The high school librarian needs specific library training if she is to make the library function adequately. It is even better if in addition to library training she has had teaching experience.

In many states questions are arising as to the sufficiency of high school library service, the training of the librarians, and the adequacy of existing school facilities for providing the trained high school librarian needed. To aid in answering some of the above questions for Ohio this study was made. There were three specific purposes, namely:

1. To determine the extent to which state department standards for high school librarians were approached in the year 1929-30. (These standards specify a full time librarian in each high school of 500 enrollment or over by 1930, such librarians to hold college degrees and to have 30 semester hours of library training.)
2. To find out whether or not there is a need for additional library courses in the state through gauging the annual need for trained high school librarians in Ohio.
3. To discover the training, experience, and non-librarian duties of those caring for libraries in high school of 200-300 enrollment.

In December, 1929, Mr. T. Howard Winters, Assistant Director of Education in Ohio, requested from principals of all public and private high schools in Ohio having enrollments of more than 200 students, specific facts regarding the library set-up and the experience and training of librarians in their schools. Reports came from 378 of the 398 schools in this classification. The findings made from these reports of the high school principals, with supporting data, follow:

1. In 1929-30 the Ohio high schools of 500 enrollment and over would have needed 145 additional full time librarians in order to meet the state department standards set up for 1930-31. These 145 would take care of the needs as follows:
   a. Fifty-seven—to replace full-time librarians not qualified in hours of library training.
   b. Thirty-eight—to replace part-time librarians whose positions should be full time and who were not qualified in hours of library training.
   c. Twenty-two—to supply schools having no librarians.
   d. Twenty-eight—to care for the regular annual replacements.

   Ninety-five of these 145 librarians needed might have been provided through giving additional training to those already in full-time library service who were not qualified, and to untrained part-time librarians occupying what should have been full-time positions.
2. If the state librarian requirements were fully met in 1930-31 there would be needed annually thereafter in the state just for replacements forty-three additional full-time librarians. Of this number there should be needed:
   a. Twenty-three replacements in the 185 high schools required to have one full-time librarian.
   b. Fourteen for replacements among the 112 full-time assistant librarians now found in Ohio high schools.
   c. Six for replacement among the forty-eight high schools of less than 500 enrollment who employed full-time librarians.

   The above figures are based on a turnover of one-eighth of the total librarian staff. This fraction is derived from dividing the total number of librarians into the number of inexperienced librarians found in Ohio high schools in 1929-30. The above estimate makes no provision for future expansion of library service among the smaller high schools of the state. If this service is greatly increased, the number of full-time librarians needed annually will also be larger.
3. In a number of high schools part-time librarians are used. It is estimated that there will be needed annually sixty-three additional part-time librarians for the high schools of the state. In 1929-30 there were 233 part-time librarians in high

schools of 200 enrollment or over. It is estimated that there are at least twenty in high schools of less than 200 enrollment. A check of the inexperienced people acting as part-time librarians showed that approximately one-fourth had had no previous experience. Hence, the replacements are estimated at one-fourth of the total number of part-time librarians found. It is probable that if the high school library were given its proper sphere in the activities of the smaller high schools, the number of additional part-time librarians needed annually would be at least twenty more than the estimate given.

4. Summing up the estimates in items 1, 2, 3 above, we find that for 1930-31 the state of Ohio needed 208 additional trained full-time or part-time librarians. Of this number, ninety-five might have been provided through increasing the training of those in positions which were or should have been full-time librarians, fifty by addition of full-time librarians to care for regular replacements and to supply schools having no librarians, and sixty-three by training librarians to care for annual replacements of part-time librarians.
5. If the standards of the state department are met in 1930-31, the annual needs thereafter are for 106 full-time and part-time librarians. Of these, forty-three are needed for full-time positions and sixty-three for part-time work usually combined with teaching duties.
6. There appears to be a need for additional library training facilities to care for the high school library needs of Ohio. At present, the only library training school in Ohio is Western Reserve University. In the Ohio high schools in 1929-30, sixty-one librarians were found who had some library training in this institution. This total number trained by Western Reserve University is less than half the total number of additional full-time librarians (some with only additional training) needed to bring the high schools of Ohio up to state department standards. It is forty-five less than the total number of librarians with some training that are needed annually in Ohio. The fact that only twenty-seven per cent of the larger high schools of Ohio met the librarian standards of the state department in 1929-30, and that two-thirds of the librarians in high schools from 200 to 500 enrollment reported no hours of library training indicates clearly a lack of adequate facilities in the state to care for such needs. Either the facilities of Western Reserve should be expanded or library training should be provided in some other Ohio institution, preferably in another part of the state.

EARL W. ANDERSON,
Ohio State University.

Catholic Regional Conference

(*Continued from page* 174)

Ecclesiastical Art, with Dr. Francis E. Fitzgerald, presiding. An address on "The Service of Daprato Library of Ecclesiastical Art" was given by Miss Camille Rigali, Librarian, Daprato Statuary Co. This was followed by reports from various standing committees. All the sessions were so arranged that none of them would conflict with the mid-winter meeting of the American Library Association being held in the Drake Hotel, December 29-31, 1930. This enabled the Catholic Librarians to attend the sessions of both meetings. The success of the Conference of Catholic Librarians was in great part due to the interest and attention of Miss M. Lillian Ryan who acted as local chairman.

Current Library Literature

(*Continued from page* 176)

"We may, I think, dismiss the idea that library service offers no field for research. We hear it said now and then by librarians of long experience and high position that there is not sufficient content in the field of library science to justify programs of study leading to the degree of Doctor of Philosophy or even to a Master's degree. There might be some ground for this view if one were to consider only the slender body of technique that is peculiar to library management. It certainly overlooks completely the fact that the librarian, like the engineer, the teacher, the physician, is not primarily a technician but is applying to the solution of his problems many sciences with which it is axiomatic that he must be familiar if he is to apply intelligently what they have to contribute."

SCHOOL LIBRARIES

Fargo, L. F. *The Program for Elementary School Library Service.* A.L.A., 1930. cl. 218p.

"The book, then, is not a compendium of statistical information nor a text-book of method for the student of school library science, but rather a contribution in the direction of the practical solution of the problem confronting those school superintendents, principals of elementary schools, public librarians, and students of school librarianship who are seeking ways and means of linking elementary school library service more closely to the school curriculum and to library development in higher schools, while at the same time harmonizing it with the community library program as a whole."—Introduction. Bibls. at end of each chapter.

UNIVERSITY LIBRARIES. *See* COLLEGE LIBRARIES.

BOOKS BY AND ABOUT LIBRARIANS

Lydenberg, Harry Miller, *ed. Archibald Robertson, Lieutenant-General Royal Engineers; His Diaries and Sketches in America, 1762-1780.* New York: The New York Public Library, 1930. Bds. 300p., illus. $10.

Limited to 230 copies. Edited, with an introduction, by the Assistant Director of the New York Public Library.

Pearson, Edmund. *Instigation of the Devil.* New York: Scribner's, 1930. cl. 357p. illus. $2.

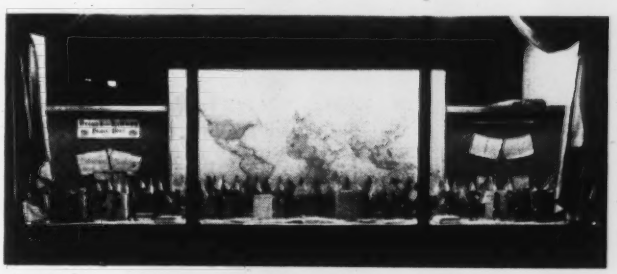
"Veracious accounts of twenty or thirty murders and other odd occurrences," by the former Editor of Publications of the New York Public Library.

In The Library World

New York's Report of Year

THE DIRECTOR of the New York Public Library presented to the Board of Trustees of the Library, on Wednesday afternoon, January 14th, the following brief, preliminary report on its work during the past year:

In the Reference Department, 2,239,455 readers consulted 4,796,068 books—an increase of about 17 per cent in readers and an increase of about 15 per cent in number of volumes consulted, as compared with 1929. These figures represent the greatest use of the Reference Department in its history. The number given for volumes consulted, however, represents for the most part only those for which call-slips were filed, as it is not possible to keep a count of the thousands of volumes which readers use from the open shelves in the various rooms, especially in the Main Reading Room.



A Boston Public Library Window Display at the Kirstein Branch, Throughout the American Legion Convention, of Books Listed in Legion Program for Study of International Affairs

The number of visitors to the Central Building, as recorded by the doormen, was 4,035,178 (an increase of about 24 per cent over 1929). The actual number is undoubtedly much greater. Because of the continuous pressure of crowds entering and leaving the building, the doormen cannot make a complete record of visitors without neglecting more important duties.

The total number of volumes and pamphlets in the Reference Department at the end of the year was 2,082,858 (the net additions during the year having been 69,559); and the number of volumes in the Circulation Department, 1,276,869 (22,029 more than at the end of 1929—making the grand total for the entire library, 3,359,727 pieces.

The number of books issued for home use by the Circulation Department was 11,684,160, a gain of over 5 per cent as compared with 1929. This is the largest circulation in the history of the library. The next largest was in 1929.

Library Annex In Municipal Center

THE PUBLIC LIBRARY of the District of Columbia is about to move their order, cataloging, and bindery work to the ground floor of the Metropolitan Methodist Episcopal Church about a mile away from the central library. This removal to temporary quarters has been made necessary by the serious overcrowding of the Central Library. It will afford larger space for the administration and central library staff, greater space for the Extension Division which serves the branches, and larger quarters on the second floor for the Fine Arts and Sociology Divisions, including Education. The removal has distinct disadvantages. It takes these departments a mile away from the central collection and administrative staff. It involves the perpetual hauling of thousands of books and constant trips between the central library and the annex and it is hoped that the temporary arrangement will soon be ended by the doubling of the size of the central library, thus making it possible to bring these departments back where they belong.

When the church moves into its new building, now under completion, it is hoped to secure an appropriation for the opening of a branch library on the second floor of the church. The eventual erection of the municipal-center group will involve the demolishing of the church which will force the library out, but, it is hoped, the proposed branch will be permanently housed in the municipal center.

Library Assistant New Format

WITH THE FIRST NUMBER of the new year *The Library Assistant*, official journal of the Association of Assistant Librarians, appears in a new and attractive form. The type used

for the text is 10-point Caslon Old Face, while the cover and title-page are set in Bodoni. The paper used conforms to the recommendations of the Report on the Durability of Paper recently published by the (British) Library Association (see under Paper Preservation in "Current Library Literature" in this issue).

Library matters make way in this number for a survey of notable books of the past year, which may become an annual feature. Ethel Gerard discusses juvenile books, Stanley Snaith considers poetry of 1930, including several books by Americans, and T. E. Callander, the editor, surveys "The Novels of 1930." Mr. Callander is disappointed in Priestley's *Angel Pavement*. "The characters of *Angel Pavement* were, for the most part, all too real. Turgis, the clerk, for instance, was most faithfully and depressingly drawn, and Sylvia who, to lapse to the vernacular, led him up the garden, gave an all too convincing picture of an unpleasant type. . . ." Not for the first time, it must be asked, who *is* Sylvia? Lena Golspie?

Gallaudet Receives $50,000 Fund

THE ALUMNI ASSOCIATION of Gallaudet College for the Deaf, Washington, D. C., presented a fund of $50,000 to Dr. Percival Hall, President of the institution, for the erection of a library on Kendall Green as a memorial to Dr. Edward Miner Gallaudet, founder and president of the college for forty-six years.

Chicago Book Purchases Decrease

THE FOLLOWING tabulation comprises the number of new novels published by American publishers during the past three years, together with the number selected each year by the Chicago Public Library, the average number of copies purchased of each, the total number of copies, and the total cost.

Year	*New Novels Published*	*Selected by C.P.L.*	*Av. Copies of Each*	*Total Copies of All*	*Cost*
1928	1135	303	68	20,600	$32,800
1929	1355	265	81	21,500	32,000
1930	1322	171	82	14,000	20,300

The marked decrease in book purchases in 1930 was in part due to the serious curtailment in revenue resulting from the recent complication in the assessment and collection of taxes—the sole source of Library revenue. Thus, the total expenditure for all books, fiction and non-fiction, old and new, was less than $125,000 in 1930, against $260,000 in 1929 and $320,000 in 1928. Appropriations for 1931 are, so far as now known, not likely to exceed those of 1930.

In part, however, the reduction in the purchase of new fiction—with a relative increase in the number of copies, so that expenditures for fiction (in normal years) would remain about the same—reflects a policy tentatively introduced three years ago, the purport of which is indicated in the following questions:

Are the interests and desires of the patrons of the Public Library better served

(*a*) By the purchase of a wide variety of new fiction titles, including many of a clearly ephemeral value but "popular" and in great demand for the limited period, after which they remain on the Library shelves as "dead stock," for which there is no outlet, and in which a considerable sum of Library money is tied up; or,

(*b*) By a smaller and more careful selection, but with a larger number of copies of each, of such of the new novels as seem to show a degree of merit calculated to ensure a longer tenure of interest or of literary worth, and thus representing a rather more permanent investment of Library funds?

Benton Bequest To Boston

MR. BENTON left to the Library, in his will, a sum of $100,000 for the purchase of children's books; and on the death of his wife, the residue of the estate: one-half of which was to be held as an accumulating fund until the total should be $2,000,000, to be applied to the enlargement of the present central library building, or the construction of another central building; the other half of the residue to be applied to the purchase of books and other library material of a permanent value, that is, desirable for scholarly research and use. The estimated amount of the residue at that time was about $2,000,000.

Mr. Benton provided in his will that "in any year when the City does not appropriate at least 3 per cent of the amount available for department expenses from taxes and income in said City, the income given in said will for the purchase of books, shall be paid to the Rector of Trinity Church in the City of Boston to be by him dispensed in relieving the necessities of the poor. (Meaning, the poor of the City of Boston.)"

Presbyterian Hospital Practice Course

THE PRESBYTERIAN HOSPITAL of the City of Chicago wishes to announce that it offers to trained librarians an opportunity to specialize in hospital librarianship through a short period of practical training. A librarian who possesses a college or university degree plus a year of training in an accredited library school will receive part maintenance, that is, $25 a month and one meal during the period of training. Her work will consist chiefly of dealing directly with the patients—applying present methods employed, experimenting with her own original ideas and contributing to the Hospital Library profession valuable information through her experimentations and research, so that at the end of the period she will have quite a definite idea as to how to organize and administrate her own hospital library. Attendance at lectures and clinics will be required of the student in addition to the practical phase of the training.

Since the librarian is called upon to select the reading for 75 per cent of her patrons, it is imperative that she must know not only her books but also her patrons. This knowledge of how to prescribe literature for the sick is gained more effectively and thoroughly through actual experience than through formal, theoretical courses. Physicians admit that the medical profession realizes the importance of the proper mental attitude on the part of the patient for recovery, and in what better manner can proper mental diversion be accomplished than through the realms of literary fancy?

Hospital superintendents are going to require not only trained librarians, educationally qualified, but librarians who have had directed practical experience in a hospital whose status with the medical profession is equivalent to that of the Presbyterian Hospital. Since hospital superintendents are evincing a decided interest but finding the supply of the proper candidates very limited, the Presbyterian Hospital has undertaken the task of providing the opportunity for training librarians. With the general library field becoming overcrowded, it would seem that the additional training for hospital librarianship would be an asset to a librarian, not only from the educational standpoint and the eligibility for such a position, but also because of the personal satisfaction gained during the period of practice, for while the work is most taxing physically as well as mentally it is also most interesting and rewarding.

The Presbyterian Hospital will also be willing to cooperate with library schools who wish to grant to students, whose aptitude for hospital service is apparent, a period of specialized training.

Azariah S. Root Memorial Librarianship

IN THE LIBRARY JOURNAL for November 15, was published a notice concerning the recent gift of $150,000 with which the Carnegie Corporation has endowed the librarianship of Oberlin College.

Since the publication of that notice, the Trustees of the college, with the consent of the donors, have named the endowment the "Azariah S. Root Memorial Librarianship." This item may be of interest to your readers.

JULIAN S. FOWLER,
Librarian, Oberlin College Library.

Columbia To Hold Carroll Exhibition

IN CONNECTION WITH the Exhibition of Lewis Carroll's books to be held at Columbia University Library in January, 1932, a fund has been started to provide a Lewis Carroll Children's Library at the Babies' Hospital at the Medical Centre. The twenty-seventh of January next year will be the hundredth anniversay of the birth of C. L. Dodgson, or Lewis Carroll, and the Columbia Exhibition will show a full representation of his writings, mathematical, argumentative, and imaginative. The idea of such an exhibition was suggested by Professor J. E. Zenetti of Columbia University, who has been for many years an enthusiastic collector of Carroll, and a large proportion of the Exhibition will come from his private collection. Miss Belle da Costa Greene, director of the Morgan Library, is chairman of the committee on funds to provide for the Carroll Library.

Two Unusual Articles

LIBRARIANS should not fail to read with care two unusual articles in the November first issue of the *Publishers' Weekly*, namely: "Handling the Special Order" by Katharine Lord, and "How to Sell More Books" by Charles Brockmann. In both the mutual interests and problems of booksellers and librarians are helpfully emphasized.

CHARLES E. RUSH,
Librarian, Teachers College, Columbia University.

Broadcasting Continued This Year

AT THE INVITATION of Commissioner Albert Goldman of the Department of Plant and Structures, the "Civics-in-Action" Series that was broadcast over the Municipal Broadcasting Station W N Y C last year by the Municipal Reference Library is being continued this school year. The Board of Education through Mr. Harold G. Campbell, Associate Superintendent, and Mr. Frank Rexford, Director of Civics in the high schools, has urged the Library to extend this assistance in civic education. Alternating weekly with the Library in the presentation of these talks, the civic teachers from the various high schools who supervised the writing of the new book, *Our City—New York*, will cooperate. The hundreds of requests to the library for supplementary material on the subject clearly indicated the interest and enthusiasm that this series aroused in the students who listened-in to these talks. This unusual success that "Civics-in-Action" received necessitated its continuance this year. Starting on Thursday, November 6, at 7 p.m. Miss Rebecca B. Rankin, librarian of the Municipal Reference Library, opened the Series with the topic "New York At School." These talks will be given every Thursday evening thereafter. The topics of these civic broadcasts will be announced each week in the metropolitan daily newspapers in their radio programs.

Branch Almanac Pioneer Undertaking

A PIONEER UNDERTAKING in the field of branch library administration is the recently issued "Branch Almanac" prepared and designed by Louis N. Feipel, Editor of Publications, for use in the Brooklyn Public Library branches. In a ready reference pamphlet, of convenient size, are listed the numerous details of internal and external branch administration. For example, we learn that on certain days in February all Brooklyn branch librarians must send reports of incidental expenses, book orders, and circulation statistics to the Administration Building; that a conference of the librarians in grades two and three will be held; and that flags must be displayed in all branches on both Lincoln's and Washington's birthdays. All through the year of 1931 the details of monthly routine are listed by date and should greatly facilitate in the administration problems.

What Is A Librarian?

(*Continued from page 173*)

log nor the classification that are important, but the best interpretation of the resources of a library to a public. Can a catalog ever do this completely without the aid of a librarian? I doubt it.

No more than there is an absolute catalog is there such a thing as an absolute classification. No two classifiers have ever agreed even in the grouping of abstract knowledge. Nor for the purposes of the library is it important that they should. Take for example the subject The Rights of Territorial Waters. From the standpoint of the historical development of the law this should classify under water rights as this particular law has envolved from riparian rights. But possibly there is no interest in the history of the law in the library for which I am cataloging, purely an economic and practical one, in the fishing industry. The book can equally well classify in Production—Water Products, under the rule of the application of one subject to another, or the specific application of the law. Take also biography. In a public library the separate titles are usually grouped together, while in most university libraries it is considered as a contribution to the subject, and the separate titles are scattered through the classification. The consideration which makes one or the other decision right or wrong is the library, or users, classified for, and not any absolute law of classification.

There is no such thing as an absolutely right way to classify. If I had a library with closed shelves, I could serve my public with an accession order of books provided I had a good catalog. I will admit the service would be slowed up, or more expensive, and my logical soul would be pained, but it could be done and the public served. It is an admitted fact that when a library begins to number its books in the millions the logical arrangement of its larger classes is not important. There is no virtue in the classification alone. It must be considered in relation to given problems. A classification should not be considered as a fixed schedule that can be memorized and arbitrarily applied, but rather should it be used as a formula that handled intelligently will without doubt arrange the resources of a given library for the most efficient use of a given public. And the one in whose hands a classification schedule and a catalog are used as instruments to make all resources of the library easily and quickly available is a librarian.

MARGARET M. HERDMAN,
McGill University Library School.

Among Librarians

Public Libraries

ELEANOR AKIN, Pratt '26, has been appointed cataloger in the Greenwich, Connecticut, Library.

MAUDE E. KERSTEN, Columbia '27, has resigned from the Catalog Department of the Columbia University Library to accept an appointment in the preparations division of the New York Public Library, beginning November 3.

GWENDOLEN A. LEWIS, Columbia '28, has resigned her position in the extension division of the New York Public Library to accept the position of librarian of the Fayetteville (N. Y.) Free Library, beginning October 1.

MARY LOGAN, Simmons '22, is now a senior assistant at the Aguilar Branch of the New York Public Library.

HARRIET E. MCCAY, Columbia '27, has accepted a position as children's librarian in the Public Library of River Forest, Ill., beginning September 1.

SAMUEL A. MCKILLOP, head of the Extension Division of the Milwaukee Public Library, Wisconsin, is in great demand all over the State as a song leader. He is song leader of the Lyric Glee Club in Milwaukee.

ELEANOR MERROW, Simmons '28, formerly on the staff of the Mamaroneck, New York, Public Library, has been made librarian of that library.

MARGARET NELLIS, Simmons '20, is now reference librarian at the 135th Street Branch of the New York Public Library.

MRS. GLADYS SMITH PUCKETT, Wisconsin '12, who was secretary of the Spokane Public Library from 1918 to 1925 and resigned to marry Robert B. Puckett of Dayton, Ohio, has returned to the staff of the Spokane Library, following the death of her husband, and has been appointed superintendent of Branches.

KATHERINE L. ROBINSON, Columbia '28, resigned her position as librarian of the Junior High School of Denver, Colorado, and began work early in September in the Reference Department of the Denver Public Library.

HARRIET ROGERS, Columbia '29, has been appointed assistant in the Catalog Department of the Queens Borough Public Library.

B. VIRGINIA ROBINSON, Western Reserve '28, is an assistant in the Cleveland Heights, O., Public Library.

CARLETON SPRAGUE SMITH has been appointed chief of the Music Division of the Reference Department, New York Public Library, beginning January 15, to fill the vacancy caused by the resignation of Dr. Kinkeldey last summer.

Special Libraries

EDITH MACARDELL, formerly librarian of White, Weld & Co., is now librarian of Lazard Frères, New York City.

ISABEL MONRO, Simmons '07, is now on the staff of the Standard Catalog Department of the H. W. Wilson Company, N. Y.

DOROTHY PARKER has succeeded Mrs. Irene Swencicka Zorek as librarian of the Camden, N. J., *Courier-Post*.

GRACE P. THORNTON has joined the library staff of the Russell Sage Foundation.

RUTH WELLMAN, Pratt '18, formerly head of the Extension Division of the New York Public Library, is now librarian of the New School for Social Research in its new home at 66 West 12th St.

HERTHA E. WIEGMAN has been appointed cataloger at the American Standards Association, 29 West 39th St., New York City.

CONSTANCE WILSON, Simmons '23, for some time on the staff of the Dartmouth College Library, and more recently librarian of the Royal Bank of Canada, has returned to Dartmouth as librarian of the Amos Tuck School of Administration and Finance.

HARRIET WOODWARD is now library assistant in the Reference Library at the Cleveland Museum of National History, replacing Mrs. Christine Willits.

Library Schools

LUCILE FARGO, Albany '08, has been appointed associate director of the Library School of George Peabody College for Teachers, Nashville, Tenn.

Opportunities For Librarians

Wanted—Assistant music librarian, Vassar College, Poughkeepsie, N. Y. Salary at start $1800. College degree, year of library training or equivalent, at least year of experience, working knowledge German and French, typewriting. Knowledge of musical fundamentals, preferably some college courses in music history and theory. Position open at once. Apply direct to secretary of Music Department, giving qualifications and references.

•

Library position wanted by college graduate with three years' experience in a children's department. P17.

•

Library school graduate, with experience in both adult and juvenile departments of public library, desires position. P18.

•

Position as library assistant wanted. A.B. degree and library training. Three years' experience. P19.

•

Position wanted as assistant in a library. Normal school and library training and two years' experience. P20.

•

Position in high school, business, or public library wanted by experienced English teacher with M.A., library training, and some library experience. East or Middle West preferred. Begin September or earlier. P10

•

Young woman desires position in library. College graduate. Four years' student experience. Library school (summer) training. Health good. P11

•

College and University of Illinois Library School graduate, with some experience, desires a position in reference department of a college, university or public library. P12

•

Young woman with college degree and six weeks' library training in Columbia University desires change of position. Experience includes four years as part-time assistant in college library and four years as full-time assistant in public library. P13

•

Position as general assistant wanted in public library or county library by young woman with library summer school training, three years' library experience, and several years' experience as teacher. Any location. P14

•

Woman, Columbia Ph.D., experienced as researcher, translator (German, French), editorial and library worker in economics, history, medical, literature, philosophy, social economy, wants position. P15

•

Desire temporary position in college, reference, or public library. B.L.S. and several years' experience. Prefer documents, reference, order work, readers' aid, administrative duties, but would consider other lines. P16

The Calendar Of Events

March 6-7 — Massachusetts Library Club, winter meeting at Springfield, Mass.

•

March 13-14 — Pennsylvania Library Club and the New Jersey Library Association, joint annual meeting at Hotel Chelsea, Atlantic City, N. J.

•

March 18-19—Florida State Library Association, annual meeting at the University of Florida, Gainesville, Florida.

•

April 23-25—Georgia Library Association, biennial meeting will be held at Valdosta, Ga.

•

May 18-21—American Association for Adult Education, annual meeting at New School for Social Research, New York City.

•

June 10-12 — Special Libraries Association, annual meeting at Cleveland, Ohio.

•

June 22-27—American Library Association, annual meeting at Yale University, New Haven, Conn.

•

October 21-23—Illinois Library Association, annual meeting at the Père Marquette in Peoria, Ill.

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T. FRANKLIN CURRIER, *Librarian.*

Is There "A Best" Cataloging Typewriter?

I WOULD LIKE very much to get in touch with any library which has recently studied the problem of the best typewriter for cataloging. We are not entirely satisfied with the machines we are using, and may find it necessary to undertake an experimental comparison of the machines which are available. However, we most certainly do not wish to make such an expensive investigation if the task has already been accomplished by another library which is willing to let us share the benefit of its experience.

ASA DON DICKINSON,
Librarian, University of Pennsylvania.

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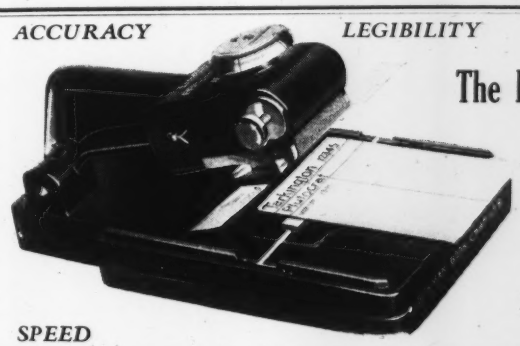

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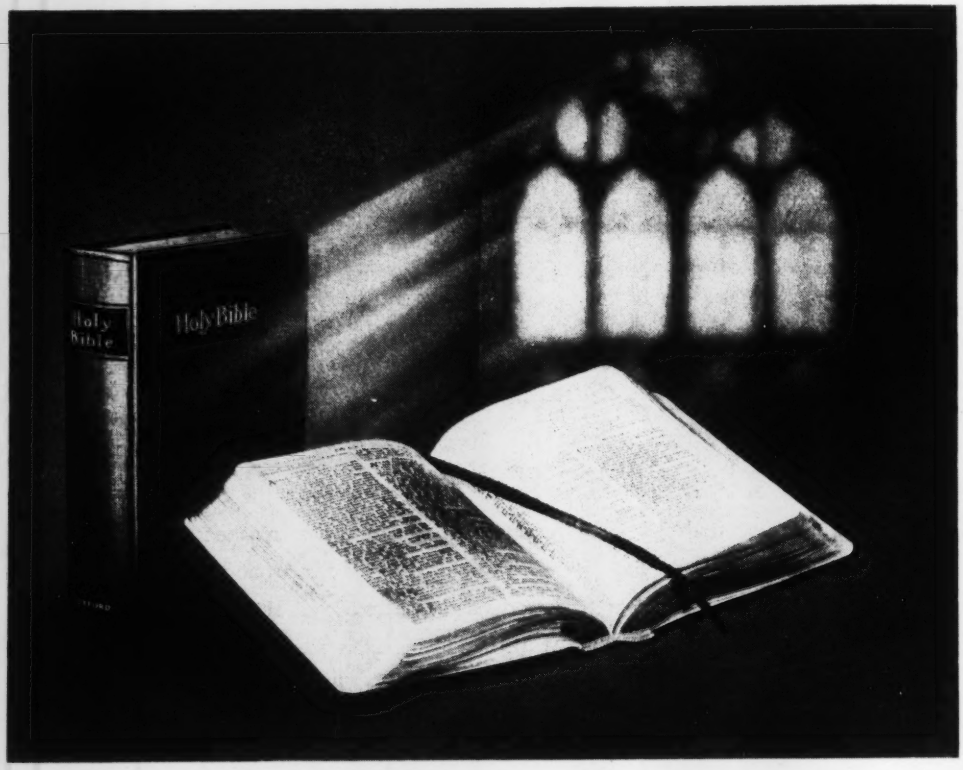

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